

## NUS calls for national body on union grants

by John O'Leary

Students will try to block any attempt to introduce a new system of financing their unions next year, Mr Trevor Phillips, president of the National Union of Students, warned this week. Neither the timetable nor the proposals put forward by the Government were acceptable as they stood, he said.

Mr Phillips, who has already written to Mrs Williams, Secretary of State for Education, asking for a year's delay in the implementation of any changes, put forward his own alternative proposals in a speech to student union officers. These involved the creation of a national council to set a minimum union fee and administer a national pool of funds.

Membership would be divided equally between student representatives and the payment authorities, and decisions, which would be binding on all parties, would be made with the agreement of two-thirds or three-quarters of the council. Local negotiations would remain essentially unchanged.

Apart from setting the minimum fee and administering the pool, from which local authorities might recover up to 100 per cent of the fees they paid, the council would also make funds available for major development plans in individual unions and receive recommendations from specialist panels on the detailed needs of unions in the different educational sectors.

Such a system would provide a framework of public accountability, said Mr Phillips, whereas the two-part scheme proposed by the Government failed to meet this objective or to safeguard the independence of local union fee negotiations. He said the public accountability of student unions was guaranteed in any case by their adherence to constitutions and he challenged critics to visit any union to establish the facts and engage in open debate.

"Our position is unequivocal. We do accept the concept of public accountability and we do want changes which will benefit our less wealthy unions. What we want is to find solutions which are acceptable to all the parties involved," he said. "But were any attempt made to impose a solution on us without our agreement it would unleash massive resentment and hostility and the Government of the day can be assured of our bitter resistance."

Mr Phillips's remarks contrasted sharply with the welcome given to the Government's proposals by his predecessor, Miss Sue Silkin, Mr Gordon Oakes, Minister of State for Higher Education, has told the union that no decision has yet been made on the timing of negotiations. An emergency NUS conference to discuss the proposals was demanded at this week's teacher education conference and could take place next month.

## Forced out on ethics issue

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this year, on the order of the university court.

The court appointed a committee of inquiry to look into the case after the first centre investigation. When it met in January (only the fourth such inquiry by the court in 25 years) it decided to uphold the appeals.

"Its 'private and confidential' report told the senate: 'There were numerous irregularities on the part of members of the department of psychology medicine which do not appear to have been fully investigated, and the examination and marking these, and the disclosure of such markings by other examiners to members of the department who had no apparent right to see them.' The senate appeals committee itself, on its first investigation, took 'severe censure' of the fact that the examination marks, in the cases of Maskell and Harvie only, had been widely circulated and that this was, in the committee's view, a 'serious breach of senate regulations'."

The nub of the case, the awarding of tokens to mental patients in order to modify their behaviour or in some way make contact with chronic mental cases, has been described as a philosophical dispute between the "realists" and the "conservatives", within the profession. Both the students argue that this technique "deprives patients of basic freedoms and there is a strong element of coercion". Nursing staff, they say, should be free to adopt the "favourite" patients and giving them more tokens than others.

The department of psychology medicine at Glasgow designed the students' version of some important events. In his statement to the senate hearing, Dr John Greene, principal psychologist at Gartnavel Royal Hospital, where the disputed placements occurred, claimed that Mr Maskell had been offered the chance of not participating in the controversial scheme, which he refused. Mr Maskell, however, says the "alternative" he was offered involved "giving him access to chronic schizophrenics as wards in order to get them to talk to each other."

## Unions ditch NATFHE plea

by Patricia Santinelli

A controversial motion from the National Association of Teachers in Higher Education (NATFHE) to transfer training from the Manpower Services Commission to the Department of Education and Science was dropped from the TUC agenda at the last minute.

Instead congress was asked to vote yesterday on a composite motion on the education and training of young people moved by the National Union of Teachers, and seconded by NATFHE, which welcomed the MSC's Youth Opportunities Programme.

The disappearance from the agenda of the NATFHE composite motion reflects TUC policy, which supports universal training and education for all young people, but has never seen the establishment of a department of education, science and training as a panacea to the problems of youth unemployment.

However, the composite motion including proposals from the Educational Institute of Scotland and the CSI did call on the Government to introduce immediate and urgent coordination of the education and employment of the whole 15 to 19-year-old group.

by Maggie Richards

Government initiatives over the past four years have served to create a fairer, more efficient, opportunistic in this public educational system which is more able to meet the needs of the country—the Department of Education and Science says today.

In a recap of progress during the past four years the DES identifies four main themes which have dominated recent discussion and policy initiatives: the extension of educational opportunity and participation; improvements in the quality of education; management of the dramatic decline in pupil numbers; and educational support for the Government's industrial strategy.



Mrs Williams, Secretary of State for Education and Science, visited Edinburgh University this week. She is pictured looking at a model of an atomic model with Dr Ian Sadler (right) and Professor Geoffrey Allen.

## Science-based subjects are still the joker in the UCCA pack

by Ngalo Crequer

About 10 per cent of all university places are still unfilled and qualified candidates have been urged by the Universities Central Council on Admissions to apply for the last-minute places.

As predicted last week in *The Times*, most of the unfilled places are in science-based subjects although the vacancies are wide-ranging. Some universities are experiencing a slow take-up rate in postgraduate places although nationally it is too early to gauge the position as students must arrange for finance.

There are still about 8,000 undergraduate places unfilled, although 72,000 people were placed by August. The numbers are slightly better than last year when of the 153,616 applications, 77,855 students were eventually admitted. This year there were about 4,000 more applications. The situation is not entirely similar as for the first time

UCCA operated this year a continuing application procedure. Intending students who received five or more offers were given one further chance to apply. This has effectively taken 1,500 people out of the normal clearing procedure.

According to UCCA there are still places in a wide range of subjects in the arts, agriculture, science, some medical sciences, social science and engineering. A statistical survey by UCCA, published this week, indicates that last year there was growing pressure for university places in the main engineering subjects, in contrast to the pure sciences. The tables also show a decreasing proportion in arts and social studies subjects but as a larger proportion of those unemployed had poor examination results, UCCA says the change may not correspond to a real increase in pressure.

A statistical supplement to the *fiftieth report 1976-77*, P. O. Box 28, Cheltenham, Glos. GL50 1HY.

## Mission proposed on China student

continued from front page

of Education and Science made it clear that full cost courses involving overseas students as a result of bilateral agreements would be exempt from the normal quotas.

One of the chief purposes behind the proposed student exchanges is to upgrade Chinese science and technology.

A spokesman for the Chinese Embassy said this week that final numbers for the proposed exchanges were still under discussion, and that the details of the exchanges, particularly the language problems involved, had yet to be worked out.

He said China hoped to send about 100 students to Britain next year and that 51 were definite so far, principally for language courses. It is expected that about 25 British students would make the return journey. The number would probably rise over the years.

## Deputy finally gets Newcastle post

The 15-month search for a new Director of Newcastle Polytechnic has ended with the appointment of the former deputy director, Dr Loring Barden, who has been in a post in an acting capacity for a year.

Since the retirement of Dr George Bosworth, the director's job has been advertised twice, a complete short list rejected by Newcastle Education Committee, and a number of candidates interviewed.

The chairman of the polytechnic, Councillor Derek Webster, said the market had been thoroughly tested and no candidate had been found to match the acting director.

Dr Barden went to Newcastle in 1974 from Strathclyde University. He has taken a particular interest in boosting income from research grants and consultancy and this has resulted in new research contracts worth £500,000 in the past three months.

## Polytechnic threatened with closure

continued from front page

there was no central administrative service and examinations were not serviced by senior administrative staff.

"This must be a matter of concern to the council since it is not clear how the polytechnic could guarantee that it could maintain consistent admissions standards."

A separate appendix on the library says that "it does not appear to have a very secure place in the academic life of the polytechnic". The report estimates that over the past decade the library has lost some £500,000 less on book and than similar institutions. The polytechnic's written statement on its library appeared not to have been written by a librarian and contained "misleading" information about the number of reading places.

"Members did not consider it possible to recognize as library reading places tables and chairs set out in a public walkway adjacent to a complete break with the present system of control by the council and local authorities. The polytechnic should be designated 'technological universities' under the title of a body similar to the University Grants Committee, awarding their own degrees, he said.

Mr Miller claimed to have the support of the majority of polytechnic directors in his desire for independence from the CNAA. Both he and the Association of Polytechnic Teachers were critical of the system of quinquennial reports as an indicator of excellence.

Although an external view was valuable, members of visiting parties were often not experienced in the running of large institutions and could not produce an accurate comparison with universities, said Mr Miller. Polytechnics such as North London were quite capable of winning their own courses, he said, and it was inevitable that they would do so eventually.

"We are so circumscribed with external controls that it is very difficult to introduce imaginative developments because it takes so long to win approval," said Mr Miller. "Becoming a university with a royal charter does not seem very important to me, but I do feel very strongly that we are now in a position to give our own awards."

Mr Miller's views are given prominence in the CNAA report on North London, which noted that they were vigorously supported elsewhere in the polytechnic. However, the report said: "While members respected these aspirations, and found a great deal that

## Officers strike hits London students

Thousands of London students may be unable to find lodgings this year as the result of an "indefinite" strike called last week by education officers at four of the five polytechnics maintained by the London Education Authority.

The officers at North London, South Bank, Central and City polytechnics are seeking recognition from clerical to executive staff. They have the backing of the National and Local Government Officers Association.

It had been intended that the college should be reopened in 1979 with a new governing body. But the

## Next week

Harry Rée on planned demotion. Tom Burns on the Broadcasting White Paper. Trinity College, Dublin, expansion.

The British Association for the Advancement of Science. John Fletcher reviews a new biography of Samuel Beckett.

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## Polys launch counterattack on the role of the CNAA

by Ngalo Crequer and John O'Leary

The polytechnics this week launched an attack on the role of the Council for National Academic Awards in the wake of reports on Teesside and North London Polytechnics.

Despite a generally favourable report on North London Mr Rennie Miller, the director, called for a complete break with the present system of control by the council and local authorities. The polytechnics should be designated 'technological universities' under the title of a body similar to the University Grants Committee, awarding their own degrees, he said.

Mr Miller claimed to have the support of the majority of polytechnic directors in his desire for independence from the CNAA. Both he and the Association of Polytechnic Teachers were critical of the system of quinquennial reports as an indicator of excellence.

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Mr Miller's views are given prominence in the CNAA report on North London, which noted that they were vigorously supported elsewhere in the polytechnic. However, the report said: "While members respected these aspirations, and found a great deal that

was good in the academic work of the institution, their discussions with staff would not have given them convincing grounds on which to lend their support to this case, had they been called upon to do so."

## Fireroft trustees stand by the TUC

by Maggie Richards

The long-running saga of Fireroft College at Birmingham looked to be nearing its climax this week following talks between the college trustees and the Charity Commission.

Fireroft, an adult residential college at Selly Oak, was closed several years ago after student unrest. An inquiry later called for the dismissal of the tutors and principal. Concern about the future of the college was heightened when the Birmingham Local Institution for the Blind showed interest in taking over the premises.

It had been intended that the college should be reopened in 1979 with a new governing body. But the

## New SSRC chief 'won't be stuffy'

Mr Michael Posner has been appointed chairman of the Social Science Research Council. He succeeds Mr Derek Robinson and will be taking up his four year appointment on January 1, 1979.

Mr Posner, 47, is a member of British Railways Board. His previous appointments include: economic adviser to the Treasury, consultant to the International Monetary Fund, and economic adviser to the Department of Energy.

Two of his priorities at the SSRC will be to reduce the volume of

paperwork and to pass on much of the decision making to the committee, he said.

"I am not, however, a great reorganizer. There may be some changes that need to be made but I am not sure what they are yet. I certainly have not been overwhelmed with advice on what needs to be done."

"I was brought up in an old-fashioned way to believe that research was something that was done in a quiet, but that was all," Mr Posner said.

Then, there is the theory of peer group assessment where the ideas come up from below and their value is decided by a peer group and finally there is the grander view that it is the job of research councils to impose priorities and take initiative.

"I should like to see a combination of all three. I hope we won't be left with pretentious research projects. I hope we will give the opportunity for proposals to be generated from below and I hope there will also be room for initiative by the council."



Mr Terence Miller

On many occasions it was only the loyalty of polytechnic staff which stopped them speaking out about the unfortunate situation in which they worked and of "the charades played out in order to defeat the system." "Now," says the APT, "that gag is off."

Inadequate resources and an unsatisfactory administrative structure were the root causes of the situation at Teesside, says the National Association for Teachers in Higher Education.

Contrary to the impression given by some popular newspapers, says continued on back page

## Finniston's 'fail-safe' proposal

by Robin McKie  
Science Correspondent

A revolutionary new proposal is now being considered by the Finniston committee as part of its package of recommendations for reforming Britain's sagging manufacturing industry.

It is now known that a priority in the committee's thinking is the setting up of a new, statutory authority to put into effect all the other Finniston committee proposals which will include sweeping recommendations for improving the quality of the British engineer, his education and training and his ability to keep up with new developments.

Such a body, which could be the principal recommendation of the Finniston group, would then force the Government of the day to state from the start whether it supported the report of the committee.

And if the authority was set up, it would operate independently of political manoeuvring and the vagaries of the British electorate and would also be able to adopt new measures to improve British industry as prevailing conditions alter.

Sir Monty Finniston and his committee are now seriously considering this move because of their concern that previous government inquiry reports, including those of Frazer, Kinnear and Phillimore, have been discarded.

But Britain's future prosperity depends on the group's recommendations and Sir Monty is known to be determined that industry will be forced to make the necessary changes to improve its performance. Thus the committee believes that a statutory body could be the best way to ensure the implementation of its views.

In particular, one proposal which the committee will wish to see implemented is the improvement of employers' use of qualified engineers.

## Gates closed on exam students

University expansion—"Pancho" Robbins style—has hit Mexico. And the education authorities have responded boldly. Instead of filling newly built and gyms with surplus examining students, the National University of Mexico recently stuck the lot in the nearby Aztec football stadium with instructions to get on with their papers there.

And the move has great potential for Britain—like using Wembley for London University examinations instead of the cup final. But what about Glasgow? If the stadiums of Rangers and Celtic were used, would Protestant and Catholic students have to sit at opposite ends? And would competing battles break out between rival Latin and Greek students?

Maybe it's not such a good idea.

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# Planning on a human scale

by Maggie Richards

Possible major developments in continuing education have prompted the Association for Recurrent Education to establish four working groups to examine trends and suggest action.

In anticipation of a new Education Act, one of the groups will investigate the type of legislation which might be introduced. Another team will look at the area of adult education leave, grants and awards—recognized as crucial to the development of a continuing education system.

A third group will study ways in which administration and management of the education system might be improved. A fourth group is to examine the importance of education counselling and guidance services.

These priorities were approved at the association's third annual conference held in Sheffield last week-end.

Other concerns voiced by members included the need to recruit representatives from schools and other bodies including trade unions and industry. There was also a feeling that there should be local, national and international initiatives.

## Policy group formed for London

A new group aiming to encourage an exchange of ideas and a flow of information on continuing education topics has been formed in the London area.

The group, called LACE (the London Association for Continuing Education), has three working groups to investigate policy on continuing education: to identify obstacles to such a system and to study the need for an adult education information service.

Heading the group's committee is Mr David Armstrong of the Open University. Other members include Mr Brian Groombridge of London University's extra-mural department and Mr Hans Klein of the City University.

Other topics under discussion include the willingness of institutions to accept mature students, and the compatibility of institutions to students—especially for the 16 to 19 age group. Entrance qualifications, the need for preparatory courses, and financing problems have also been mentioned.

Representatives from universities, literacy institutes, further education and broadcasting have been involved in the discussions.

## More opposition on proposed change of student union cash

Another university has made a joint submission with its students opposing the Government's proposals for changing the system of financing student unions. Like a number of other universities, Sheffield sees the suggested "two-part" system leading to unnecessary conflict.

An alternative system, placing more emphasis on local negotiation and less difficult arrangement, Committee in each college or university would be responsible for setting fee levels and membership would be divided between student representatives, the institution and local authorities. The only point of agreement was over the powers of the committees.

### New-Glasgow post

Professor Leslie Blumgart, the St Mungo professor of surgery in the university of Glasgow, has been appointed to the chair of surgery and to the directorship of the department of surgery at the Royal Infirmary, Glasgow, from next spring. He succeeds Professor R B Weir, who will become professor of surgical endocrinology until his retirement in 1984.

In a keynote speech, Professor Henry Arthur Jones of Leicester University spoke of a widespread distrust of grand designs and large organizations in recent years. People were now demanding that planning should be organized on a scale which allowed for a human perspective.

There was also a growing disenchantment with public services, including the education system, which were now accepted as inefficient and inept.

He said unemployment, with implications of early retirement and reduced educational leave, would encourage development of a pattern of continuing education.

But Professor Jones warned of serious dangers for the education service. "Education may be used as a harmless time-filler, in the way that secondary education was once described as an organized time-waster. It may be used as a social scapegoat, with nineteenth century moral judgments being made on the unemployed for not using the educational opportunities available."

The third danger is that education will simply be used as yet one more process of selection for employment—I want people to have more education, and I don't mind

if they use it to obtain certification. Yet I have to recognize the more widely you open access to certification, the more you depress people at the bottom who will never get it. What the escape is from that situation I honestly don't know."

The major risk was that education would become an opiate, said Professor Jones. It was important that people controlled their own destiny in their locality, which in turn could have wider ramifications. The adult literacy campaign had ably demonstrated this point, having stemmed from the efforts of a few organizations.

In examining local initiatives, the conference looked at recent developments in Sheffield and London. An outline of counselling and guidance services was given by Dr Dorothy Eagleson, of the Northern Ireland service, which is now being operated under the auspices of the association, following the withdrawal of public funding.

The conference also heard of attempts in Bradford to provide extra opportunities for women. Dr Vince Houghton, of the Open University, was elected chairman of the association and Mr Arthur Gould, of Loughborough University, was appointed secretary.



Mr Brian Groombridge: member of LACE

## Campus safety standards attacked by five unions

by Judith Judd

Campus safety standards are completely inadequate, the five main unions employed in universities said this week.

The unions, representing about 100,000 members, made their statement in the wake of the smallpox outbreak at Birmingham University and the death this week of Mrs Janet Parker who worked as a medical photographer at the medical school.

They warned that they would make "major difficulties" for universities unless they accept the role and activities of safety representatives when they take up their duties next month.

The unions involved are: the Association of University Teachers; the National and Local Government Officers' Association; the General and Municipal Workers Union; the National Union of Public Employees and the Transport and General Workers Union.

They said: "The case of smallpox at the University of Birmingham is a chronic and tragic comment on the recently published Health and Safety Executive pilot study on safety in universities."

"The report presented a complacent view of the safety situation in universities and indicated that there was no real cause for concern. Hardly had the report been published than the Birmingham case occurred and the complete

inadequacy of the present health and safety standards in universities was exposed."

The unions recognized that any research could involve risks, "but a stringent safety measures must be properly enforced and supervised," they said.

Some universities realized this, and at best recognized their health and safety measures had to be taken but pointed out the lack of money. The Committee of Vice-Chancellors and Principals accepted that a safety audit would be a useful exercise, although £12m of the universities' own criteria—only £1m had been given to universities for this purpose.

The Government must ensure that its own legislation could be implemented, the unions said, by giving institutions enough money to carry out safety measures.

But the universities as employers could not be vindicated by the excuse of lack of money. The unions were concerned about the appointment of trade union safety representatives and the establishment of safety committees.

Hazards in universities which are worrying the unions include radon, lasers, toxic gases and genetic engineering.

## Brewery sells SA firm

by John O'Leary

Students at Hull University are claiming a major success for their long-running campaign against British investment in South Africa, after the sale of a brewery's South African subsidiary.

The students' action in July ended its agreement with Newcastle Breweries, worth some £75,000 a year, because of their ownership of Even and Co which had been set up to establish a bottling operation in South Africa. The move came after several months of apparently unsuccessful pressure on the company to dispose of its subsidiary.

Hull's union officers were invited to the brewery's headquarters in Newcastle and a director visited the students' union. But Mr Peter McCabe, president of the union, said the company was adamant at first that it would not sell Even and Co.

Hull students then raised the issue with other delegates to a conference on Southern Africa organized by the National Union of Students and the Anti-Apartheid Movement. Unions agreed to investigate the companies with which they dealt to check for South African connections. However, less than a month after

the Hull union confirmed its decision to end its contract with Newcastle, the brewery announced that it had started proceedings to wind up Even and Co because of its turnover. The company had existed largely in name only to satisfy South African regulations and trade laws which were minimal.

Mr McCabe said: "The brewery gave us no indication that the company was being investigated or being wound up and, since they obviously wanted to keep the contract, I am sure there would have been. It seems they have been in a certain amount of pressure because of the threat of other unions also pulling out."

The union was meeting brewery representatives again this week but Mr McCabe said there was no sign of changing the decision. "It seems unfortunate that Scottish and Newcastle took so long to take this decision," he said.

Hull students have been campaigning on the issue of South African investments for eight years, trying to persuade the university to sell its shares in companies involved in South Africa. A series of demonstrations have so far produced only a statement from the university court condemning apartheid.

## Industry urged to play bigger part in education

by Robin McKie  
Science Correspondent

Industry has been criticized by the Royal Society for failing to participate properly in engineering education in Britain.

In a submission, made jointly with the Fellowship of Engineering, to the House of Commons Select Committee on Science, the society calls on companies to take greater part in the work of governing bodies, advisory councils and working parties of universities and colleges. "Unless industry accepts this responsibility then such committees and governing bodies will be manned by other representatives without direct knowledge of industry's needs," the joint report states.

The submission also proposes a four-point plan to improve the practical industrial experience of graduates entering industry.

Students should be encouraged to spend a year in industry before going to university.

Employers should give graduates a training year in a company before taking up professional duties.

Universities should improve in-course training, including the use of case studies and industrially based projects.

Training should take place in departments and workshops rather than in lecture halls.

The Royal Society and the Fellowship of Engineering admit these

proposals will cause problems for industry which will have to provide more places for training and could involve difficulties with legislation such as the Health and Safety at Work Act.

Furthermore, there will have to be recognition by the trade unions of the importance of pre-graduate and post-graduate training which requires their willing cooperation," the report adds.

The society believes it is significant that the salaries of most engineers are lower than those in many other professions, though remuneration is higher for the senior engineering disciplines.

In future, the changes in technology will make it even more important that the initial academic education should not be too specialized, but be based on fundamental principles in order that subsequent career education and, if necessary, change of jobs will be facilitated," it adds.

The report also warns that the conversion of colleges of advanced technology into universities, and technical colleges into polytechnics, has resulted in a surplus of many types of graduates, and there are now more places for engineers than necessary.

"Entry standards are sometimes low, as the universities want to fill the available places, and many of the graduates would be more useful in industry if they had become technician engineers," it says.

## Tories quit Anti-Nazi League

by John O'Leary

Conservative students have withdrawn from the wide-ranging alliance of political and religious groups which form the Student Campaign Against the Nazis. They claim the decision was forced upon them by over-cavalier bias in the Anti-Nazi League, to which the student body is affiliated.

The withdrawal is the first split in a uniquely broad-based campaign, which embraces student political groups of all shades and a number of religious bodies. Although SCAN was launched only in June, the Federation of Conservative Students had been involved in the planning stages since April.

Mr Eddie Longworth, chairman of FCS, said the decision had been taken reluctantly and did not mean that the commitment to oppose racism had been reduced. Tory students had been left with no choice because a succession of events had indicated that Anti-Nazi League's non-sectarian principles had been forgotten.

The original dispute followed the publication of a comment by Mr Peter Hain apparently committing the League to opposing Conservative candidates at the next general election. Although Mr Hain later denied making them, FCS officials were upset that he would not publicly involve the participation of Tory MPs or declare that the party's policies were not racist in a press statement.

A subsequent leaflet circulated at the National Front carnival, which quoted Margaret Thatcher's remarks on immigration with the words of the National Front, and rather article by Mr Hain personally withdrawing from the campaign. Mr Longworth said: "I prefer to say the League has left us, rather than us leaving it."

The matter will be discussed at a meeting of the SCAN steering committee on Tuesday, although no official notification of the Tories' decision, taken at their conference in Birmingham, had been received this week.

### Cardiff launches academic press

The University College, Cardiff, is to launch an academic press.

Intended primarily to meet the needs of university teachers, researchers and students, it has been prompted by the reduced amount of scholarly publications from commercial publishers despite increased demand, says the founder.

The first publications will be of eight titles covering a variety of academic disciplines, while the press will also produce learned periodicals, lectures and papers.

## Mr Oakes heads Belgrade team

Gordon Oakes, Minister of State at the Department of Education and Science, is heading a British delegation to Belgrade for the conference of ministers responsible for science and technology policies in the European and North American region of Unesco.

The conference will be considering development in national science policies, related issues including research.

### Gift to library

The library at the New University of Ulster, Coleraine, has received a boost to its collection of material on the cooperative movement by the gift of books and audio-visual aids from the Irish League of Credit Unions.

### Correction

Extending the length of undergraduate courses from three to four years would require an extra £540m in capital expenditure over five years and not as stated in *The Times* on August 25.

## Magiboards—the complete range

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The 1978 Commonwealth Book Exhibition was opened at Loughborough Library last week by Professor P. Harvard Williams, head of Loughborough University department of library and information studies. The exhibition of 500 books illustrating the development and achievements of Commonwealth literature is at the library until September 29.

## Britain praised for leading fight on adult literacy

by Maggie Richards

Praise for the pioneering approach of Britain's adult literacy campaign has come from the director-general of Unesco as figures just published show the number of students undergoing tuition this year has topped 125,000.

Renmarking on the three-year literacy campaign and the involvement of the BBC, Mr Amadou Mahtar Mbow said: "The contribution made by Britain in the field of world literacy is highly significant. Britain's attack on adult illiteracy has pioneered a fresh approach to the development of adult teaching methods, the involvement of the community, and an imaginative use of broadcasting."

"The BBC's programme on the Move, in particular, has stimulated the greatest interest in other parts of the world and their initiative is being studied by many countries with a view to adopting similar programmes responding to their own needs."

The director-general's comments are included on a new wallchart produced by the Adult Literacy Unit to mark last Friday's International Literacy Day and the theme for 1978: "Literacy, the right of every human being."

The wallchart also depicts the growth of literacy education in Britain from the meagre figure of 5,000 students being taught in 1973 and the leap in numbers to 55,000 when the campaign was launched, to the latest figure of 125,000 for students undergoing tuition so far this year.

## Bias on campus admissions towards middle class areas

by Ngagio Crenquer

Figures showing "surging" discrepancies between the proportion of 18 to 21-year-olds in different areas going on to university were presented this week at the Stauding Conference of University Information Officers at Heriot-Watt University, Edinburgh.

Kenneth Davis, assistant secretary of the Committee of Vice-Chancellors and Principals, told the conference there was enormous room for increasing the proportion in particular areas. In 1975-76, 189 people per 1,000 of 18 to 21-year-olds from Richmond-upon-Thames went to university compared with only 19 per 1,000 in the London borough of Newham. The national average that year was 76 per thousand.

During the 1960s, the number of 18-year-olds fell but there was no levelling off in demand. "I wonder if there is a lesson here for us now," he said.

The situation now was similar to that of the early 1960s. During the second half of that period the number of students was considerably higher than that foreseen by the Robbins report.

He questioned whether the social climate was changing quickly enough to affect the types of students entering universities. The proportion of women to men in universities was falling and a disproportionate number of students had parents in professional or managerial jobs.

He said that forecasting student numbers was "anybody's guess". The number of mature students going to university was increasing steadily but the proportion of post-graduates in undergraduates fell slightly last year. There is some concern at the number of post-graduate students.

Four years it would not necessarily follow that the present Scottish four-year course had to be increased to five years.

If, however, the Muri and Dunbar recommendations on N and P examinations in England were introduced, young people might be admitted to universities less well qualified than their predecessors. This meant that many degree courses, especially in science, would have to be lengthened.

## Model E 'not for Scotland'

In its reply to the report *Higher Education into the 1990s*, the Association of University Teachers (Scotland) says that present projections imply no contractions in Scottish universities in the 1990s.

Therefore Model E—expansion to take in more mature students, women students, and students from lower socio-economic groups—is not appropriate for Scotland. If the three-year course in England and Wales were lengthened to

four years it would not necessarily follow that the present Scottish four-year course had to be increased to five years.

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## TUC education debate



Faces in the crowd: (left) Brothers Laurie (AUT) and Alvin (ACTT) Sapper. (right) Fred Cammaerts (NATFHE past-president).

## Boost for trade union college

by David Jobbins

A major boost for the Trades Union Congress campaign for a national trade union college was revealed at the Brighton Conference, last week. Mrs Marie Patterson, TUC vice-chairman, told delegates that a letter from Mrs Shirley Williams, Education Secretary, had been received only the day before the debate setting out ways in which the Government might be able to help the TUC buy a building. Mrs Williams also indicated how the Government might help with financing the college's work.

Describing the letter as "a major leap forward towards the realisation of such a college", Mrs Patterson added: "The issue of principle has been conceded. We shall now be going back from this congress and seeking an early meeting with her (Mrs Williams) so that we can reach a firm agreement on the details."

## Civil servants dissent on policy for 16-19 year olds

Delegates to the TUC in Brighton overwhelmingly supported a resolution demanding closer coordination of Government policies on education, training and employment of 16 to 19-year-olds.

The composite resolution, put forward by NUT president Mr Dewi Bonner, also demanded urgent proposals from the Government. Mr Bonner told delegates that as rising numbers of school leavers came on to the job market their prospects became increasingly grim. Pressure is mounting on young people to withdraw from education as soon as possible and obtain jobs.

He was supported by Mr Francis Cammaerts (National Association of Teachers in Further and Higher Education). He welcomed the Government's youth opportunities programme but added that young people were "faced with the temptation to snatch at the first job, however dead-end and uninteresting it may be, just to avoid the dole queue."

Mr Cammaerts argued strongly in support of Mr Bonner's contention that education and training should be continued after youngsters left school. "If we need comprehensive education for the five to 16-year-olds, do we not need it after 16?"

He felt it was even more important at that stage than before. "The only disappointing aspect during the debate came from Mr. Terry Affleck of the Civil and Public Services Association. His union had

"serious reservations" and was worried at the impact on it of the experience of the Government's Youth Opportunities Programme, welcomed in the resolution.

"We feel there is something of a conflict between work experience, and the staffing ceilings and public spending cuts we have experienced in our sections of the Civil Service. The use of young people through work experience would mean they would be doing work mainly associated with the clerical area covered by CPSA."

"This work should be done by full-time staff who are paid proper rates of pay and who are members of our association." Answering also attacked people who advocated not just co-ordination but full-blown amalgamation of training and education. But TUC vice-chairman Mrs Marie Patterson assured him: "We are for co-ordination and not amalgamation." She described the resolution as a "major political statement" of the NUT and NATFHE. The TUC general council fully supported it. "It is an important endorsement of the policies the general council has been painstakingly preparing and pursuing over the last few years."

It provided a comprehensive statement of trade union policy on education and training of young people, which could be pressed more strongly than before on the Government.

## Five points for the White Paper

The Trades Union Congress has given the Government its views on what should be written into next year's White Paper on education and training for 16 to 18-year-olds.

The TUC wants the Government to include five main points. They are:

- Provision for all young workers to receive education and training.
- An early target date for achieving universal provision.
- A clear time-table for introduction of the scheme.
- Proposals on how the costs are to be borne between the Government and employers.
- Urgent action by all local education

authorities to design and pilot new courses which are attractive to all young workers.

The TUC says that more than one million young workers receive no day-release education. Nine out of ten young women workers are completely excluded from education and training.

The TUC feels Britain's 16 to 18 need much more than "narrow preparation for one specific job. Their needs cannot be crammed into one day each week at the local college, the TUC says."

"The objective is to produce a unified approach by education and industry. It calls for a much closer link between time spent at work and

she agreed headway had been made through the TUC's "understanding" with the Labour government. "Our job now is to establish these gains in new legislation. . . . But the full recognition of social priorities had only just begun and in the coming years the TUC would be looking for substantial reforms."

Outlining the areas where the TUC demanded government action she claimed: "In the vital fields of further and higher education we still have two classes of students."

Some were paid to study full time. But others had to pay course fees out of their own wage packet and study in their own time.

"Adult students on part-time courses should no longer be treated as second-class students. We must reform the structure of our grants system to provide grants for part-time students and paid educational leave for all workers," she told delegates.

## 'Don't pit one against another'

TUC delegates at Brighton were warned of the danger of pitting one section of education against another.

The Association of University Teachers, general secretary, Mr Laurence Sapper told congress that the "road to disaster" lay in pitting nursery education against higher education, primary against secondary, and so on.

"We should not be talking about sharing the cake out more equitably. We should be talking about getting a bigger cake."

Only 25 to 30 per cent of university students were of working-class origin, he said. The Government must spell out in practical terms what it was going to do for mature students in terms of grants and resources.

Women were being held back by "subject discrimination", he said. For example, 30 per cent of the Soviet Union's professional engineers were women, compared with 10 per cent in Sweden, 3 per cent in France, but only 0.2 per cent in the United Kingdom.

Backing his resolution calling on the Government to set out its policies came from the president of the National Association of Teachers in Further and Higher Education, Mr Peter Knight.

"We are asking for a comprehensive system of higher education", he said. "We need to see the same principles of equality of opportunity extended to pre-school education, but this will not be easy to achieve." The resolution was carried unanimously.

continuing general education. And it lays much of the blame for the obstacles to universal training and education for young workers at the feet of their employers. For many years employers have vigorously opposed day-release schemes for their workers, the TUC claims.

Vocational preparation must be available automatically for all young workers, it demands. The new publication is set out in a new publication, the TUC Education Special, designed to mobilize the whole union movement behind the TUC campaign for better education for all. More than 100,000 copies are being distributed throughout the union movement, and to all schools in England and Wales.

## MSC 'variety' puts off some prospective students

Courses funded by the Manpower Services Commission and the varying levels of grants available for 16-19 year olds are potentially serious disincentives for prospective students.

This warning comes in a report produced by the Tertiary College Panel this week and edited by Mr Fred James and Mr John Miles, principals of Yeovil and Bridgwater Colleges.

The authors point out that tertiary college students need not suffer financially, since local authorities with established tertiary colleges have been making the regulations on grants and financial assistance with those obtainable under school regulations.

"But the one very real danger is that many students who have most to contribute to the well being of society will be deterred from studying, unless a consistent level of financial support is introduced for the 16-19 age group," they say.

In their account of the development of tertiary colleges, based on the experience of both staff and students, they explain the discrepancy to the colleges' existence, their organizational structure, their costs and resources, and their relationship with adult and higher education, as well as with industry.

They emphasize that the success of tertiary colleges depends in responding to the educational needs of a particular area should serve both as an incentive and as a basis for the development of future similar institutions.

Exeter College, created in 1970, was the first tertiary college experiment based on a realisation by the local education authority that there were educational, social and economic advantages to be gained by combining sixth form and further education work in a single institution. Since then, 16 others have sprung into existence.

"What is involved is not just an administrative change, grafting a

few courses and teachers from an existing institution to another, but the foundation of a new college, with a new staff, a new office of identity for all concerned, but achieving a character of its own which is neither the sixth form nor the technical college, but the tertiary college."

Discussing the relationship of tertiary colleges with institutions of higher education, the report stresses that the tertiary college cannot be an extension of the university, but must be an active participant in the life of the community, and the results of its involvement should continually enrich its own life and stimulate the quality of teaching.

Several of the colleges are involved in higher education and many more have strong links with institutions of higher education. One of the best examples is the Open College project, which is a joint venture between the University of Preston Polytechnic and

Much importance is attached to the advisory role of staff and their ability to negotiate on behalf of students. Some tertiary colleges have taught in higher education and have served, or are currently serving, on committees of universities, polytechnics, or the Council for National Academic Awards.

Great stress is also placed on the colleges' contribution to adult education and to the role in the community, where their involvement is not only educational but cultural, offering activities from drama, music, theatre to film.

The report says: "It is the major centre to which the community looks for assistance and encouragement in promoting the wide range of formal and informal educational activities which constitute adult education. It is the college of the community."

Tertiary Colleges 1978, published by the Tertiary College Panel, edited by F. James and J. Miles.

## Building for the community

The creation of advisory groups to promote and coordinate efforts to establish school-based community education schemes is suggested in a new report from the Organisation for Economic Co-operation and Development.

The report, *Policies and Strategies for the Development of School-based Community Education*, is published by the OECD under the general title of *Building for School and Community*. The first volume contains a synthesis of studies of community facilities carried out in member countries.

It also contains a report of a symposium in Sweden held to discuss the issues involved and attended by representatives of 15 of the 19 countries participating in the OECD programme on educational building.

Discussion at the conference embraced such issues as identifying needs, planning problems, evaluation of projects, and administrative procedures. It was from the conference that the suggestions of an advisory service emerged.

In reporting major strategies envisaged by the conference, the document urges a three-tier advisory organization, directed at local, regional and national decision-making levels.

The new body, it is suggested, could be made responsible for ensuring that at all levels of management the role of both school and community were of high standard in each project.

It would also be the function of the advisory service to alert all participants in joint-use schemes to the opportunities presented by such projects.

The conference also recognized the need for the advisory service to be able to offer positive assistance with joint-use schemes. The report outlines some incentives—entitlement to favourable loan terms, and priority over other educational projects. Strategies, it says, are required which will create new attitudes of mind, reduce administrative obstacles and provide appropriate incentives.

*Building for School and Community*, first of a series of three volumes, published by the Organisation for Economic Co-operation and Development and available from HMSO price, £4.90.

## Adult literacy scrutinized

Efforts by local education authorities to maintain their adult literacy provision since the withdrawal of Government funds are likely to be scrutinized this autumn.

The National Institute of Adult Education is planning a survey of the provision of adult literacy in the United Kingdom. Discussions about the proposed survey have been held between the Institute and the Department of Education and Science.

When the campaign began in 1975, the Government allocated £10 million to set up a clearinghouse for adults in 104 L.E.A.s in England and Wales. The following year it was decided that the exercise should continue for a further two years, at the rate of £1m per annum.

Since government funding ended in March this year, L.E.A.s have had to rely on their own resources.

The government said that sufficient money for adult literacy has been provided through the rate support grant, but there have been reports from some areas of difficulties in maintaining the level of service.

The 26 authorities selected for the survey are those which have been monitored throughout the literacy campaign. Results are expected to be published early next year.

Last year's report from the Adult Literacy Resource Agency revealed that more than 100,000 people had been monitored throughout the literacy campaign. Before the survey began it was estimated that approximately two million people in Britain had reading and writing problems.

## New director

Dr Edward Hutchinson, consultant neurologist at the North Staffordshire Hospital Centre, has been appointed director of the new department of postgraduate studies at the University of Keele, with the title of Professor of Postgraduate Studies. The department will be responsible for the development and encouragement of all aspects of postgraduate research and teaching, both at the university and in the Health District.

## North American News

## Unions attract members as cash cutbacks bite

from Ian Anderson

STANFORD Recent financial cutbacks within California's university and colleges are likely to enhance the prospect of unionization being adopted among the state's 28 campuses. Legislation to allow collective bargaining for about 130,000 faculty and staff in California passed the state legislature on the final day of voting earlier this month.

Manifestations of Proposition 13—the California taxpayers revolt (THES, June 16)—has led to the elimination of cost of living increases this financial year for university college employees. A hiring freeze has been introduced on all non-academic positions.

Following Proposition 13 the University of California had \$15 million cut from its 1978-79 operating budget. The California State University and Colleges systems (CSUC) lost \$14.1 million. These reductions were on top of earlier cuts made by the state legislature.

Both systems are talking about the introduction of student tuition fees in the autumn of 1979 unless their financial positions are strengthened by the passage of legislation.

This would be a radical move in a state which has long prided itself on the quality of education offered to students at a low price. In the midst of such financial stringency, union representation in higher education is likely to appeal to university and college employees.

Various union organizations will be wooing university employees over the next few months before the formal introduction of collective bargaining on July 1, 1979. The employees may accept or reject union representation.

Non-academic staff at both UC and CSUC are regarded as likely to join unions. Faculty at the 19-campus CSUC system are also likely to opt for collective bargaining. The

United Professors of California, a CSUC faculty group, campaigned long and hard for the introduction of collective bargaining.

Faculty at the nine-campus UC system are steeped in the concept of a community of scholars and they are regarded as far less likely to adopt collective bargaining. The faculty already has considerable power and autonomy in setting curricula, teaching, courses, and establishing standards for student selection. Also, across the United States, faculty at prestigious universities like UC have rejected unionization.

The CSUC system has estimated that the cost of implementing the collective bargaining legislation will be about \$2.4m a year beginning in 1979-80 budget. Most of this money will be needed to hire staff in labour relations and related legal, administrative and clerical positions.

Both UC and CSUC opposed the legislation but were happier when its scope was narrowed to wages and employment conditions and the authority of the academic senate was guaranteed especially on matters of tenure, appointment, promotion and pay raises.

The third arm of California higher education, the 104 community colleges, also faces an uncertain future. Unlike the university and state colleges, the community colleges depend partly on local property tax which was slashed by Proposition 13.

The community colleges were received in the 1978-79 fiscal year by a \$260m grant from the state which raised the total state grant \$810m more, than either UC or CSUC received from the state.

There is speculation in Sacramento, the state capital, that the state will take over the complete financing of community colleges; the Bill would be an extra \$270m which at the moment comes from property tax revenue.

## Public join research package tours

from our correspondent

Dozens of weary but satisfied souls returned last month from an unusual project which involves scientists from the University of California and members of the public participating jointly in research expeditions to exotic and far-flung corners of the world.

The research is made possible by the public, the few that the public participants pay for the privilege of going on the expeditions finance the research, including much of the equipment costs and his or her graduate student.

Such an arrangement is unparalleled in United States universities.

The project is called the University Research Expeditions Programme. It began in 1976 at UC Berkeley with three expeditions and 22 public participants. This year academics from five of the University of California campuses accompanied about 100 members of the public on 13 expeditions.

The programme director and leader, Jean Colvin of Berkeley, reports success for all concerned, despite the isolated and hazardous places visited by some of the expeditions.

Besides the financial benefits, the scientists have willing hands to help with what would often be labourious and time-consuming field work for one or two people; the students have a chance to add a field trip to their graduate studies, and the public participants



Programme director Jean Colvin (centre), up to his waist in a French Guianan swamp, looking for the world's largest species of leech.

add purpose and a sense of adventure to their travels while having fun.

Also, the fees paid by the public are regarded as tax deductible contributions to research. In most cases, the contributions are around \$1,000, with transport to the expedition sites to be added.

The expeditions cover a wide range of the natural and social sciences. Expeditions this year included a population and ecology study of the vervet monkey on St Kitts Island in the eastern Caribbean; botanical studies in New Caledonia; a culture study of a



Governor Jerry Brown on the CSU campus at Sacramento. Will he help the colleges' financial positions?

If it happens it could have widespread ramifications: the autonomy of the 70 community college districts could be in jeopardy and it could mean less money for the other systems of higher education in the state.

In granting the extra \$260 million this year, the state made certain requirements on how the money would be spent. Some community college administrators believe this is a portent of things to come.

Following Proposition 13, the community college administration is making a detailed examination of the college's mission, governance, finance and management. A prop-

osal on how the colleges should be run and financed will be put before the state legislature in June 1979.

At issue is the principal of universal access to higher education in California. The colleges are open to anyone over the age of 18, even those without a high school diploma. At the moment they serve a variety of services from preparing students to transfer to university and providing quasi-recreational courses for adults.

The colleges must decide if they want to maintain this broad role and if they can afford to remain free in students in an era of financial stringency.

## Canada's rate of enrolment 'will drop'

from Edward Sheffield

OTTAWA Although the Canadian birth rate has been declining in recent years, earlier periods of higher rates will cause the numbers of young people leaving post-secondary education with or without a degree or diploma and entering the labour force to continue to rise for some time. It may be a decade before the economy can absorb the total annual output.

Dr Zoltan Zeigmond and colleagues in the Education, Science and Culture Division of Statistics Canada show in a recent report how this has come about.

Their projections indicate that the 18-24 age group will grow about 1.2 per cent a year until the early 1980s, decrease until the mid-1990s and then increase again.

They estimate that the enrolment rate (full-time post-secondary students as a percentage of those 18-24 years of age) will drop from 19.4 per cent in 1976 to 17.4 per cent in 1986 because of a labour market surplus of post-secondary graduates in some disciplines, diminishing demand for school teachers and a continuing decrease in the proportion of government expenditures devoted to education.

These factors in combination lead the authors to project a relatively stable post-secondary enrolment of 613,000 students to 1982 and by 1985 a decline to 520,000, the level they expect to continue into the early 1990s.

Canada has experienced high labour force growth in recent years and the rate of job creation has exceeded that of other western nations. But, continues the report, by 1985 there will be 50 per cent more members of the labour force who have at least some post-secondary education.

This raises for Dr Zeigmond and his colleagues the question of whether there will be enough jobs appropriate to this level.

## Gloom ahead for political scientists

from David Walker

WASHINGTON Graduate education in the social sciences in America is in serious trouble. Unless departments of political science, sociology, anthropology and psychology can avert the decline in the numbers of academic jobs available for Ph.D.s, graduate education "will virtually disappear on many campuses and universities will cease to be creative centres of social research."

This gloomy prediction was given at the annual meeting of the American Political Science Association in New York last week by Professor Jack Walker of the University of Michigan's Institute of Public Policy Studies.

He had been asked by the association to report on the prospects for political science in the 1980s and concluded that "something awful" was in store from a recession to a "thumping depression is almost upon us."

First, jobs for graduates were getting scarcer. The social sciences traditionally placed the majority of their doctoral students in teaching jobs and such jobs were no longer available.

Second, undergraduate student numbers were dropping and thus the stream of potential recruits to graduate studies would dry up. Professor Walker's report said: "If student numbers drop much below current levels, many graduate seminars will have to be disbanded, large-scale research projects will become more difficult to organize and the focus and character of intellectual life in American universities transformed."

Job competition will get fiercer. "Graduates of degree programmes in political science in search of jobs outside universities will be placed in heated competition with graduates of schools of business, law, journalism, public health, education and social work, all of which are beginning to saturate their traditional placement grounds."

The conclusion drawn by Professor Walker and amplified at the conference by association staff member Dr Thomas Mann was that social science teachers are going to have to start preparing students who are employable outside the walls of the university. They were pessimistic that such a transformation of attitudes would come easily.

Dr Mann said PhD courses would have to give way to specialized masters' degrees. He predicted that the intellectual focus of the disciplines would have to move to more practical areas. In political science, "in the next 10 to 15 years we are going to see public administration and general organizations theory the most intellectually alive area."

Three of the ten Canadian provinces have a separate department for higher education. Alberta and Saskatchewan have both. Manitoba has in this category too, but a new government elected early this year merged its two education departments.

The Department of Education was divided in 1964 and at that time Mr Davis held both portfolios. Since he became Premier each of the two departments has had its own minister—until now.

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## Labour Minister takes over

In a cabinet shuffle by Premier William Davis of Ontario, Dr Betty Stephenson, formerly Minister of Labour, became Minister of Education and also Minister of Colleges and Universities.

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مركز في الأصل



## New Zealand Warning on wages for non-academic staff

from Lindsay Wright

WELLINGTON  
Fears are mounting in New Zealand that the State Services Commission, the official employer of all state servants, may be mounting a campaign for increased involvement in setting salaries for non-academic staff in the universities.

The threat was not even guarded. A State Services Commission spokesman, Mr. D. J. Swallow, warned a meeting convened by the University Grants Committee that if non-academic staff appeared likely to obtain salary increases of which the commission disapproved, the Minister of State Services would use his powers under the State Services Remuneration and Conditions of Employment Act 1977, and bring negotiations to a halt by deeming all non-academic staff to be state servants.

The meeting was organized in an attempt to discuss the procedures to be adopted for settling salaries for senior university librarians, a group traditionally represented by the Association of University Teachers.

Both the AUT and the university vice-chancellors at the meeting favoured UGC involvement in setting librarians' salaries, but their differences with the State Services Commission highlighted problems that are mounting in the university system.

Two years ago university technicians successfully gained recognition of their national association as an industrial union under the Industrial Relations Act, pinning their salary negotiation mechanisms firmly within the machinery of the private sector.

For the first time, the universities, through the Vice-Chancellors' Committee, had to respond collectively as the body to represent the employers in negotiating a national agreement.

Unaccustomed to direct bargaining with their employees, and recognizing that the union was unlikely to become militant, the university representatives expected to devise a loose agreement as a result of friendly discussions.

Agreement has not yet been reached, however, and the universities have yet to be convinced of the need to adjust their perceptions to accept the inevitability of

hard bargaining and active unionization.

Under New Zealand industrial law the universities are clearly in the private sector of industry rather than the public sector, even though all salaries are provided by the state. University and public service salaries are linked in many ways, but notably through the regular application to university salaries of all salary increases applied across the board to state employees.

This link recently prompted the Victoria University branch of the Association of University Non-Academic Staff (AUNAS) to break rank with other university branches and seek membership of the Public Service Association.

Their application was unsuccessful and, together with other branches, they must now decide whether to attempt to gain recognition of AUNAS as a negotiating body or to give support to the Clerical Employees Association which already represents university clerical and administrative staff on salaries below \$8,000 a year.

Basically, however, the large group of intermediate and senior administrative staff and the less senior library staff remain completely unrepresented in any negotiations on salaries and conditions of service in the universities.

AUNAS faces further problems because of the unwillingness of some groups of staff, particularly librarians, to give the association any support.

The central problem is then, mounting awareness on the part of large numbers of non-academic staff that they are unrepresented, have no established authority with which to negotiate, and are unsure of how to achieve recognition.

Within this vacuum the Clerical Employees Association have lodged a dispute with the universities which if prosecuted must be resolved by legal arbitration and which claims the right to represent all administrative staff up to deputy registrar level.

This move is being resisted by both the universities and the staff, but if the alternative is to be drafted by government as public servants, both university groups may yet decide that the private sector union, even if not ideal, is a better protection for the traditional separation of university and state.

## South Africa Students apologize over tribute

from Martin Feinstein

CAPE TOWN  
The newly elected Students' Representative Council at the University of Cape Town has apologized to the family of the late South African president, Dr. Nico Diederichs, after its refusal to pass a motion of condolence and tribute seriously embarrassed the university.

On the night of President Diederichs' death, the SRC rejected by a narrow vote two motions of condolence which praised his "sincere commitment to South Africa and its role as an African state". They argued that as the figurehead of government, he was part of "an oppressive system to which the students of UCT have long been opposed".

A flood of letters and telegrams followed, and the vice-chancellor, Sir Richard Luyt, dissociated the

university from the SRC decision.

"The SRC speaks for the students only and not for the university as a whole", he said. Both Sir Richard and the University Council sent condolences to the Diederichs family.

The president of the SRC, Mr. Dave Hill, defended the left-dominated council, which he said had acted in its corporate political role as mandated by the campus electorate.

"We have just voted our SRC into office on a mandate of total opposition to the Nationalist regime", he said. "Dr. Diederichs was a prominent and powerful proponent of the policies we abhor".

The day before the apology, SRC vice-president Professor Christian Barnard, a UCT staff member, threatened to resign unless the SRC was re-elected. The apology was carried by the SRC when its liberal members withdrew their earlier support for the left.

France

## Telescope may be victim of cuts in research expenditure

from Guy Neave

PARIS  
Astronomy is the latest victim of the French Government's squeeze on research expenditure. Visiting France's largest optical telescope situated 3,300 ft up in the Pirenees at the Pic du Midi, Mme. Alice Saunier-Solé, Minister for Higher Education, was told of the gloomy situation.

With the current budgetary situation, she was told by the observatory's director, M. Jean Roesch, the best that could be hoped for was

that the telescope might be used part time.

"The day is not far off", he predicted, "when we can no longer meet our running costs and expenditure. Without further help, it is more than likely that we shall be forced to close the establishment down entirely".

By international standards, the two metres in diameter Pic du Midi telescope is modest. At present, the record is held by the Soviet Union with a 6 metre instrument. However, the Pic du Midi is extremely important to French research, particularly into the infra-



Women account for 10 per cent of students at the University of Damascus

## The cradle of Arab socialism

The University of Damascus, the largest in Syria, is noteworthy for more reasons than one. It was founded in 1903, when Syria was part of the Ottoman empire, and the medium of instruction at the sole faculty (medicine) was Turkish.

Today it is the only institution in the Middle East where all disciplines, including pure sciences and medicine, are taught in Arabic, and probably the only university in the region that has the faculty of philology.

Although one of the oldest institutions in the Arab world, the University of Damascus did not start accepting students for postgraduate courses until 1970. It still does not offer doctoral studies. The result is that all its teaching staff above the level of lecturer, were partly educated abroad—from the University of Karl Marx in East Germany, to the University of Cairo in Egypt, to the University of Sorbonne in France.

It is a university where both the representatives of the students' union and the teachers' federation sit on the management committees in different levels.

The University of Damascus was the cradle of the Arab Baath (resurrection) socialism—the official ideology not only of Syria but also Iraq, the neighbours who are at present hostile—during the late 1940s and early 1950s.

The university's connection with the Baath Party—firmly in power in Syria since 1963—continues, in the student union and the Teachers' Federation are tied to the party.

Yet the university does not offer courses in political science, as such. Until two years ago the only way a Syrian student could study political science was to be accepted as a member of the Baath Party, and undergo political education and training at the party's education centre.

Last year this centre was named the Institute of Political Science, and put on a formal footing of an academic institution, with its own entrance examinations and age limit (26). The institute is meant "specifically" to prepare the students for what Dr. Elms Najma, its director, called "the supreme and higher cadres of the state: civil service, military, foreign affairs, mass media, and public sector undertakings".

The courses are wide-ranging, and include political regimes and systems, international organizations, local economy, international economy, philosophy, and languages

students aged 17 and above.

The creation of the National Progressive Front in March 1972—consisting of the Baath, the Arab Socialist Union, the Communists, the Unionist Socialist Movement, and the Arab Socialist Movement—made no difference to the union's links with Baath.

The covenant, signed by the constituents of the Progressive Front, states: "In order to avoid creating any kind of form of conflict or strife among the students under the Front, and in order to create an able objective atmosphere in the end, the non-Baathist parties commit themselves to work hard to aid their organizational activities in this particular sector."

The union has its own building on the campus, a place that has been heretofore the domain of the Front, and in order to create an able objective atmosphere in the end, the non-Baathist parties commit themselves to work hard to aid their organizational activities in this particular sector."

In contrast, the share of the Teachers' Federation on these committees does not exceed one member. Nonetheless, it is an important organization. Dr. Mustafa Haddad, for instance, was the head of the Teachers' Federation at the campus.

The same pattern of student and staff participation in management exists at the newer universities, the Aleppo and Latakia. The former established in 1960, when the engineering college, then affiliated to the University of Damascus, was transformed into a university faculty; and the latter in 1970.

This measured growth in university education is the result of economic factors. Syria is not an oil-producing country enjoying a boom triggered off by the quadrupling of oil price in late 1973. If anything, its economy is in a poor state. The cumulative strain of being a confrontation state for 30 years, the continued maintenance of a vast military force do not allow Syria to invest large sums into such social services as higher education.

The supply of the university graduates already exceeds demand. More than a quarter of the university graduates have to wait as long as a year or more, before finding a suitable job—an unusual situation in the Middle East of today.

In short, whatever may have been the achievements of the Baathist regime in the field of higher education in Syria, the future is not likely to witness a similar growth.

University education for the Syrian nationals and Palestinians is free as long as the student does not fail his finals. If he does he has to pay the tuition fees of Syrian £500 (£150 to Syrian £150 (£25) a year. Every student is a member of the Students' Union, which is affiliated to the National Union of Syrian Students, a body open to the

work on the site.

Over the past eight years, the cost of developing this instrument has been about £3,350,000. This is a relatively small sum to pay for the doubling of France's resources.

The Pic du Midi's contributions are not limited to France. It is seen as a particularly valuable experience in preparing the ground for powerful facilities. For example, the European Southern Observatory, located in Chile, is working on a similar instrument. The Minister for Higher Education has promised to look into the matter.

## British Association at Bath Standard of environmental degrees is attacked

A warning that students should be alerted against taking degrees in environmental science is expected to be the outcome of a meeting on Monday of a joint body representing Britain's institutes of science and engineering.

A motion on these lines is to be considered by the Council of Environmental Science and Engineering, set up by the Association of Environmental Scientists and Engineers, and chaired by Dr. Arnold Robinson, who said he fully expected that it would be approved. The decision to discuss the issue follows last week's annual meeting of the British Association when many delegates at a symposium expressed concern about the general standard of courses.

Dr. Robinson criticized environmental science courses, which are offered at more than 100 universities and polytechnics throughout Britain, as "hotch-potches of various different subjects—including physics, chemistry, biology, geography and engineering. They are far too diffuse and try to teach far too many subjects in insufficient detail", he added.

And the council, which is made up of representatives of the Council of Engineering Institutions and the Council for Science and Technology Institutions, will issue a statement to careers advisory centres at schools, polytechnics and universities in Britain. This will advise pupils to take standard first degrees in subjects such as chemistry or engineering, and then follow these up with postgraduate environmental science courses.

"At present, pupils with environmental science degrees are not getting good jobs and those who do often have ones with no environmental content", Dr. Robinson added.

"There is a real need for environmental scientists but we are just not being professional enough in our training of them."

Dr. Robinson said present environmental science graduates were

Robin McKie, Science Correspondent, reports

at a strong disadvantage when competing with other science graduates for jobs. The chemical industry naturally preferred those with full chemistry degrees rather than graduates whose courses only had a small chemistry component. This also applied to other degrees including engineering. Until matters were put right they would advise pupils not to take environmental science courses, he added.

This view is reinforced by a report prepared by a council discussion group which states: "We hope that careers advisers will emphasize to sixth formers and undergraduates not only the limited possibilities open to graduates in environmental science but also the difficulties of proceeding to a professional qualification based on such degrees."

"We hope that students who wish to become involved in environmental problems will be advised to take a first degree based on one of the major disciplines as this will enable the graduate to qualify for membership of one of the professional bodies. He or she can then proceed to take one of the post-graduate courses to obtain expertise in the chosen environmental subject."

And speaking at the symposium at the British Association meeting last week, Sir Ieuan Maddock, secretary of the BA, said there were already too many amateur environmentalists in Britain. He added that environmental scientists must now be able to understand problems that arise from purely scientific matters such as chemical pollutants and their action to more ambiguous issues including economic and aesthetic factors.

"In coming years, there will be more inquiries on environmental issues, more concern, and more criticism", he said. "There must

then be more experts who can deal with issues and put them on a sound scientific basis."

Professor Michael Delany, of Bradford University, said that out of the 26 universities now offering environmental science degrees, only six had more than one staff member in the department.

The remaining 20 offered degrees which were merely based on existing courses such as geography, geology, chemistry, and biology and were frequently labelled "Scot-type" degrees.

"This system has both academic advantages and dangers. To its credit it often permits breadth of choice and diversification but it can also lack integration and coordination", he said.

"There can also develop among students attending these courses a lack of identity, and unlike their contemporaries they have no department or academic building with which they can readily associate themselves."

And Professor Delany warned that the premature diversification of course contents could prove to be a particular problem in establishing new environmental science departments. "The term 'environment' provided considerable licence for interpretation and the implementation of the wide range of courses could lead to their treatment at too superficial a level."

Referring to the growing popularity of environmental subjects, Professor Delany revealed that in 1967, Lancaster University provided the only environmental science courses available. Now the number of universities offering such courses had reached 26.

However, the more traditional courses, which were nevertheless related to environmental science, such as agriculture, forestry, planning and others, had remained relatively static with regard to numbers.

## Biomedical students must be flexible

The ever-increasing numbers of biomedical students in Britain will have to be more flexible in attitude in future if they hope to survive the serious career limitations now imposed at higher education and research institutes in this country. This warning was given Monday by Professor Kenneth Hodgson, head of the biochemistry department at University College, Cardiff, at the BA annual meeting last week.

Professor Hodgson said competition for posts now made careers in higher education for biomedical students extremely poor prospects. He revealed that for the last six teaching staff appointments made at his department since 1973 there had been more than 100 applications for each position.

He added that because biomedical sciences, including biochemistry,

physical and biology, were popular student choices, the recent lack of growth of science in this country would have a particularly severe effect on the ever-increasing numbers of these graduates. And this increase in the supply of highly qualified people in a static employment situation could be expected to change their relative earnings in two ways.

"Firstly, because supply increases faster than demand, salaries tend to fall, and, secondly, the highly qualified move into jobs previously done by the less qualified, and which are therefore less well paid."

Professor Hodgson said: "The fact that competition for employment as a member of teaching staff of a university or polytechnic or a docile research institute remains so in-

tense, presumably indicates that job satisfaction is of greater importance than salary to the highly qualified biomedical scientist."

But Professor Hodgson believed that despite this depressing picture there was still some room for hope for biomedical students leaving universities. "A training in a biomedical science demands a high degree of intelligence, an ability to make judgments and take decisions on the basis of available evidence, a willingness to experiment, considerable self-sufficiency and a capacity to overcome difficulties."

A biomedical training thus provided an excellent background for a wide variety of employment and graduates should not be over-optimistic provided they adopted a flexible attitude towards an eventual career.



Delegates at the inaugural meeting in Bath Abbey.

## Science at school should be unifying not divisive

Science education must not be thought of as a divisive selective experience, but instead should be considered a unifying one. Professor John Eggleston, head of Keele University's education department, told the annual meeting of the British Association that to achieve this would be one of the greatest revolutions in education's history.

There must be an end to the situation where most primary school children who were fascinated by science were transformed into school leavers who saw themselves categorically as non-scientists, he believed.

"Could it be that the reality of science education is that it is no more than a highly effective selective experience which identifies a very limited number of people we call 'scientists' and a very large number of 'non-scientists'?", he asked.

There was a major shortage of science teachers, and an even greater shortage of good ones, which made it clear why so many young people turned against it. But more importantly, it was necessary

to move science from the impracticable laboratory fortress in which it was enshrined in most places of education.

Professor Eggleston said education had a great deal to learn from industry, which had developed scientific capacity and activity without the restriction with which science education had surrounded itself.

"Industry rarely has physicists acting as physicists or biologists acting as biologists—they are rather development scientists or engineers whose job it is to solve problems in which any solution is valid."

The way forward was to open up science and mathematics education to make its language and achievement more accessible and even commonplace. For instance, ways could be found in which a great deal of science could be taught in the ordinary classroom as well as in the laboratory and by non-science teachers as well as science teachers.

"Slowly we may be edging towards a way forward where science education is not a divisive selective experience but rather a unifying one," Professor Eggleston added. "To fully achieve it would perhaps be to achieve the greatest educational revolution since we set ourselves the task of providing education for all."

## A shaggy pig story from the genetic engineers

Shed a tear for the poor old sheep which looks as though it could be facing redundancy—for a British scientist has now proposed that genetic engineering could lead to the development of the woolly pig!

The British Association heard that hordes of fleecy porkers could have many commercial advantages including the provision of bacon in combination with supplying bales of wool.

Dr John King, director of the animal breeding research organization in Edinburgh, said the enthusiastic breeding habits of the pig—which produces about five times the number of offspring of a sheep in a year—were an added bonus.

"It would clearly be highly advantageous to engineer plus that

not only maintained the prolificacy of their species but also gave the fleece of a sheep", he added.

But the prospects for such a radical change to the farmyard scene must be considered poor, Dr King said. "Although the structural genes necessary for this synthesis of wool protein could perhaps be introduced to the pig, there would still be major problems with regulatory genes necessary to switch the structural genes on and off."

And he added: "Such attempts will probably be made and could eventually be successful but we should not depend upon them for the future improvement of our animal industries." No doubt Dr Archer will be reassured to hear that.



The recipients of the University of Bath honorary degrees: Professor Dorothy Hodgkin, Professor Sam Edwards and Sir Ieuan Maddock.



Trinity College, Dublin, has just taken over its new art block. Ngaio Crequer visited the campus

## Where once only grouse shooting fellows dared tread



Some of the older buildings at Trinity College



And the new £5.5 million arts block.

The students of Trinity College, Dublin will soon find their own uses for a site once restricted to fellows and their grouse shooting. A tidy grass square at the south-west of the college grounds is now the site of a £5.5m arts block. Conceived in the Sixties, redesigned in the Seventies after planning objections, and latterly delayed by strikes and the shortage of materials, the building is now safely in the hands of the university, and staff and students are beginning to move in.

Already nicknamed "the bunker", since some of it is underground, and some of the seminar rooms have no windows, the building manages to merge into the grey grandeur of Trinity and add to the precise variety of styles to be found within the precincts. It is part of a flurry of proposed building activity at which the college has embarked; more than twice the money spent so far will provide a massive new science complex, and sports hall. Yet the expansion built the Irish National Trust and the Dublin Civic Group judged appeals. An inquiry was held in 1971, and modifications made.

Many people are now surprised at how the building has fitted so snugly into its surroundings. They feel it is a conspicuous gain, as it has been built on a square once closed to most of the college and only used by fellows. Old lamp standards from Dublin

Corporation line the square and an Alexander Calder stabile has been erected at the front. ("It is a cactus in case you are not sure", I was told.)

The interior is likely to arouse great interest. The concrete walls have been left untouched except for occasional red stripes on rough concrete. And they will be an obvious target for student graffiti or vandalism. One new tenant said: "I think students will have to be educated into using it."

Some inside walls have been made of a mixture of sand, sand and cement. This means they are flexible and could be pulled down, and others built elsewhere, if the needs of the college change in the future. They have yet to be seriously tested for soundproofing.

The building has 161 staff rooms, 30 suites for heads of department with space for secretaries, 50 seminar rooms, 12 lecture theatres with flat floors and four raked, eight lecture halls, an exhibition hall, a language and communication centre, a recording studio, an administrative area, a library with 600 study places and a coffee bar which will cater for 1,300 students an hour.

Within the building, but funded separately, is the Douglas Hyde Art Gallery. It is easily accessible to the public and specially designed for visiting exhibitions. Although there is one full-time officer, organization depends largely on the voluntary work of staff and students.

The arts block was designed by London architects Ahrends, Burton and Karakul. Their involvement with Trinity College began when they won the chance in an international competition to design the New Library, now renamed the Burkeley Library, which is adjacent to the Arts block. The library opened in 1967.

The arts block will take 3,000 students. Several existing departments now inadequately housed in older buildings in the centre of the college, or in a largely dilapidated street just outside the college walls, will now move in. Attention will shift to other developments, particularly the East End project to plan to provide modern science buildings.

Trinity has had only two new science accommodation could be built of the century and the authorities fear that its standards of science accommodation could be well behind those of other colleges.

There are also plans for a new sports hall. As a temporary solution the college is to build a two-storey sports hall and use the ground floor for science accommodation for five years. The Irish Higher Education Authority has just given permission for it to be put out to tender, and the college hopes the building will be in use by Michaelmas 1980.

That will be East End development Stage 1. The rest of the project might be more difficult. It involves the demolition of a row of old nineteenth-century buildings on Westland Row and Pearse Street, just outside the college walls, the university uses some of these houses but others are shops. But a battle looms since one of the houses was the birthplace of Oscar Wilde.

The college has been growing at a slow but steady rate. During the sixties the policy of the governing body was to keep the population at 1,000. In 1965 they decided that 6,000 would eventually be the maximum number. In a business extraordinarily vulnerable to revision of student numbers, this has remained constant.

The estimates for 1977-78 are 5,612 students—4,599 of them under-

graduates and 1,043 postgraduates. The numbers include part-timers and students on diploma and other non-degree courses. The projections for 1978-79 are 5,850.

Nobody wants to ask what will happen when the 6,000 mark is reached. Trinity College has been very happy virtually containing itself on the one 40-acre site in the heart of Dublin. The alternatives are simple but unpopular: to stop growing; to build a new campus elsewhere; or to increase the density on the present site.

Of equal concern is the falling number of applicants from Northern Ireland. Of the full-time students now at Trinity, 2 per cent are from Britain, 84 per cent are from the Republic, mainly Dublin, 7 per cent from Northern Ireland and 7 per cent from overseas.

In the 1950s the proportion of Northern Irish students was about 30 per cent but this has been falling ever since. Trinity still likes to see itself as a university for the whole of Ireland but the figures do not bear out the claim.

On the face of it the amount of development at Trinity would compare favourably with many British universities, but comparisons are not easy.

Mr P. C. W. Winkelmann, the Trinity college treasurer, says: "Government policy has been to try to maintain a steady pace and to keep capital development going so as to ensure growth and employment. Capital expenditure per student in Ireland is higher than in the United Kingdom, but we start from a much lower base."

In terms of recurrent grant, Trinity gets about £1,300 a year for each full-time student. The 1978 grant from the Higher Education Authority was £7,169,000, which included a furniture grant and

money for minor works. It is expected a further £500,000 by the end of the year as a supplement for inflation.

About 85 per cent of Trinity income comes from its block grant, 13 per cent from fees and 2 per cent from other sources, such as internal endowments. The Higher Education Authority specifies, does not provide for residential developments. The college is accommodating for about 800 students; the majority of its identities were donated many years ago.

The potential of the new arts block as an out-of-term money earner is being quickly realised by the university as a whole is now a second full year of summer lettings.

But expansion of higher education in the Republic will be hampered by the lack of financial resources for students. Students have to be "very bright and poor" to get a grant. Last year a Trinity College only 1,270 students had grants, though the college offers a number of its own scholarships.

It remains to be seen how the new arts block will affect its internal development. It has become increasingly based and urban, and one reads that it suffers from a nineteenth-century existence. One house is that the new arts block open at night will be "very bright and poor" to get a grant.

Yet the college is embarking upon an exciting new phase. The new block has provided a new entrance to the college from a previously inaccessible street. As Colonel John Walsh, the university agent, says: "Who knows what effect another entrance will make? A different direction will make."

Harry Rée explains why he took a step down to the classroom

## Why I planned my demotion

When I decided to leave the chair of education at York seven years before I need have done, there were some strange reactions from friends and others. Since my intended destination was a comprehensive school in Hackney many thought I was indulging my masochistic tendencies, some thought I was brave, some thought I was stupid. They were all wrong, though indulging my fancy might be near the mark. There were three negative reasons which prompted me to leave.

First I had begun to feel I wasn't doing my job as well as I should. I wasn't getting on, but I was becoming a bit forgetful, and worse than that, I was getting a bit bored, not so much with the chores, but with educationism. I found myself getting much more out of a novel or a play than out of almost any book on education; at conferences my talks were becoming a bit repetitive and other peoples' were, for me, often superior. All this made me feel guilty and I didn't like that.

Second I realized that the world I was supposed to be preparing students for, especially the school world, was very different from the world I had grown up in. Very different too from the world of York University. I had too little experience of the new world in me to be much use to them.

Third I had more than enough money coming in to live happily ever after. I could cheerfully die without seeing Naples; My kids were off my hands and earning their own living; I'd paid off the mortgage. I didn't need all my income, so the thought of a drop was no worry.

There were three positive reasons for wanting to break away. I wanted to do something which really interested me, but which at the same time was useful so that someone would pay me for doing it. I wanted to find out, at first hand, what was happening in comprehensive schools. I'd been in my job for more than ten years and it was time, not only for me but for the department, to have a shake-up.

Ever since I started working in institutions I've resisted the gerontocracies, and now I was becoming a Yporos myself. (I even knew Greek). So I was merely being consistent in relinquishing a power I felt was no longer justified. And finally the move fitted in with my theory that one shouldn't spend more than 10 years in one job otherwise one risks losing that "appetite for experience" which John Berger writes about in *A Fortunate Man*; and this is dangerous, if not immediately fatal.

There were of course personal reasons; for instance I didn't like living in a walled museum, which the City of York has become; I found it claustrophobic and longed for the open metropolitan spaces.

Of course I could have retired to Wortham or Windermere and grown roses and walked a dog (Ugh!). But if I was going to achieve my first aim and find out what had become of the world, I didn't want to be a mere spectator. Before the war I'd spent years in a French village delivering milk morning and evening. I'd realized then that the very best way, and the most amusing, to study a society was to be a participant, to study a society was to be a participant, to study a society was to be a participant.

So I decided I must do something. I'd get paid for it, and since I'd started life as a schoolteacher, it seemed sensible to go back to that, especially as there was a shortage of language teachers in schools at the time.

I might, of course, just as satisfactorily gone back to being a milkroundman; that would have provided the necessary shock. For surely shocks of some kind are almost essential for learning anything about life. (How wrong we are in trying to soften the passage of students from school to university, so that likely shocks are carefully absorbed; if successful, this deprives them of what educationists call "learning experience"; a stupid thing for teachers to do.) I got a shock, of course, when I went to my comprehensive school in the 1970s since my learning experience had been in a grammar school in the 1930s. But the shock wasn't incapacitating—I came, I saw and I learned.

I learned what a wickedly distorted picture of comprehensive schools is given by the media; I learned how amazingly "advanced" middle class children are whose parents have the sense, and in some cases the guts, to send their children to a comprehensive school—how such children survive and thrive and learn, and afterwards "do well."

I learned how surprised and delighted most parents are with what their children are getting from school compared with what they themselves got at the "second mod". I also learned about some of the faults of comprehensive schools, and they set me thinking, and acting.

At a personal level I was reminded—taken back 40 years at least—of how frightened one can be before taking certain classes where you're not sure what awful thing may happen during the lesson; reminded of how far that fear extends backwards so that you feel it on the bus as you go to school; feel it worst during the night when you wake at 3 am. And no amount of saying to yourself: "Don't be a fool, it's only a set of kids, and you're a grown man," helps to dispel the fear. I don't believe there is any other profession which subjects its beginners—and not only its beginners—to such agonies.

But actually nothing really awful did happen, though I sympathised more deeply than before with new teachers facing these fearful moments at the start of their professional careers. For me, at the end of my career it was easier. If I made mistakes, (and I did), and if I felt like telling my superiors a few home truths about the way they ran the school or department, I wasn't risking my chances of promotion; I didn't want or need promotion. Already at the bottom "I need fear no fall."

People often thought I was there just to do a short stint in the basement before stepping up again into my comfortable chair at the top. So there was some surprise when I appeared again in the staff room at the beginning of my second year. But I wouldn't have considered going back to my chair.

Not that I was romantic about the joys of teaching. The actual teaching, I'll admit, wasn't often as satisfying as grammar school teaching had been, but there were other outweighing advantages which kept me there. I'd always told students that their second year would be more satisfying than the first (or less horrifying). And I was pleasantly surprised to prove this. I was already finding the contact with a huge variety of new people immensely satisfying. This was made better because in my previous existence a large number of them would hardly have spoken to me except with an inhibiting deference. Now I was an equal, or an inferior.

Kids of course were the least inhibited. I remember one 12 years old girl saying to me in a class that was being particularly human and maddening: "You don't laugh at the same things as we do, do you sir?" Utterly unimpressed by my age or my previous status, (which they wouldn't have cared about if they knew it) my stock did slightly rise when the news got around that I'd appeared on telly—even though it was only on BBC 2.

I started my fifth year this September, and still have only one regret about leaving York. I wish I still had a secretary to type out this article and other things I write. Apart from this minor deprivation the move, I feel, has been totally worth while; in this must appear on my face sometimes, as when I went back to visit friends in York once, a former colleague greeted me in the common room with: "Don't look so happy, Harry!"

I've called the move I've made "Planned Demotion". I don't claim to be

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Above: Professor Harry Rée lecturing at York University.

Below: Dr Harry Rée leaves his London home for the classroom.



The author resigned as professor of education at the University of York in 1973 to teach French and German at an inner London comprehensive school.



The blackboard jungle? Back to 'doing something useful'?



The blackboard jungle? Back to 'doing something useful'?

## Conventional university students provide a lesson for the OU

Important lessons for the Open University on the presentation of its materials have emerged from the evaluation of an experiment at Essex University, in which an entire OU unit was used as part of a conventional course.

The study, funded by the Social Science Research Council, was the first attempt to evaluate the response of British students in a traditional setting but exposed to OU teaching techniques. It was carried out by Mr Bob McCormick and Mr Peter Zokoway of the Open University, in conjunction with Angela Brew, the research assistant for the Essex-based project.

A report was compiled by Angela Brew for the OU, *Teaching at a Distance: A Comparison of the Reactions of the OU and in Particular the Reactions of the Essex students to the course*. Aerials:

The experiment began in 1975, using an OU half-credit course *The Digital Computer*. In the first year, Essex students were obliged to undertake the 16 units—comprising 15 written texts and a collection of papers—and to view the 11 television and 16 radio programmes accompanying this course.

Each unit represented between 10 and 15 hours of work for the conventional OU student, and had been intended for study over a two-week period. But at Essex, students were expected to complete one of the units each week. OU students were each provided with a special home-tie mini-computer for this course, while at Essex, computer facilities simulated the kit provision.

Local or regional tutorial ses-

sions or day schools, with between 12 and 15 hours of face-to-face tuition, formed an integral part of the course for OU students, while at Essex this element was replaced by 10 two-hour lecture periods intended for discussion and playback of broadcasting material. At further 10 two-hour lecture periods were put aside, for topics not strictly related to the OU course, but designed to provide more detailed background information on the course.

In the second year at Essex the course was modified. Broadcasting content was then reduced to five television and three radio programmes, and computer-marked assignments—obligatory for OU "mock" and tutor-marked OU assignments were used for class discussions.

In her report Angela Brew says it was obvious from the earliest interviews with Essex students that a number were experiencing difficulties with the course. Out of the 55 participants in each of the two years, 62 per cent reported problems in the first year and 60 per cent in the second.

Later questionnaires confirmed these results, with students in both years attributing their problems to the method of learning, rather than to the actual course content. Few participants were anxious to see the OU techniques extended.

Major complaints voiced by the students concerned insufficient study time, bulk reading, and, in Essex, the report considers that students suffered from the lack of individual attention. Lecture sessions proved to be largely im-

portant difficulties with the 16 units. The report decries the notion that the variation can be explained by the different backgrounds of Essex and OU students. Fewer than one-third of those at Essex had gone to the university directly from school; most of the remainder were mature students who had spent some time in industry.

From interviews and conversations with Essex students it was discovered that many had found it impossible to skim-read the texts, and they claimed that the material was not suitable or that they feared associated with information by using this method.

Evidence collected by the researchers suggested that the Essex students, in following a conventional degree course, expected the lecturer to indicate what they should learn.

"The Open University course appears to have forced students into a situation where they had to take decisions about what they should learn, which they were unused to making."

The report also suggests that students at Essex—particularly the younger ones—were more at ease with digesting unrelated facts and pieces of information, whereas the OU course made a deliberate attempt to link concepts and relate ideas to one another.

Examining the effect of the absence of tutorial support at Essex, the report considers that students suffered from the lack of individual attention. Lecture sessions proved to be largely im-

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sonal, and did not allow opportunities for personal discussion, it says.

"Students were encouraged to go to members of staff with specific questions, and many did. However, students lacked the ongoing support and encouragement that the tutor-marked assignment and small group tutorial can provide. There was no, or little, feedback to students on progress, and this clearly influenced morale."

It was also found that despite living and working in close proximity to one another, the Essex students did not generally discuss their studies, and the report remarks on a "curious paradox": "The Open University as a distance-learning institution appears to have been able to provide more individualized teaching than conventional university where large numbers of students have to be taught by few staff."

Implicitly, the report looks at the for the OU and in particular its associate student programme, which attempts to introduce the university's teaching techniques to non-university students.

"The Open University student studying a post-foundation course is more experienced in dealing with the kind of learning needed in order to learn effectively from Open University written materials. It is disconcerting to be, as it were, thrown in at the deep end."

It is likely that new associate students, even if sophisticated in comparison with Open University undergraduates in terms of the amount of further education they have received before beginning

Open University studies, will be the induction in independent study and learning from textual materials which studying an Open University course should resemble the Essex students more closely than their Open University undergraduate counterparts in their reactions to the material.

"This study points time and again to low morale and disillusionment occasioned by a learning situation which is unfamiliar and where they have missed out on the gradual induction into the learning method with which an Open University foundation course, particularly with the regular support of tutor-counsellors, is, or at least should be, concerned."

But the most serious implication concerns arrangements between the OU and other higher education institutions, the report says. "Clearly, whichever way we are transferred, they will be involved in kinds of learning which they are likely to be unfamiliar with. In particular, students transferring into the Open University may very well encounter similar difficulties to the ones which Essex students were faced."

An Open University Course in Conventional University: Some Implications for the Open University, by Angela Brew, published by Teaching at a Distance, Milton Keynes MK7 6AA.

Maggie Rickard



The argument against the current view of the academy.

## The obsession with separation that hides a regard for skill

In the post-war years, education has had enormous and enthusiastic support. Ordinary folk have seen it as a way for their children to get ahead. Organizations like O.E.C.D. and Unesco have turned out statistics in plenty—for instance, the national percentages of 18-year-olds or 21-year-olds who are in full-time education—which suggest that the more educated a nation is, the more prosperous it becomes. Thus, they hoped that education, and especially higher education, could take the young away from the more constricted lives which an older generation had led.

The high point of all this enthusiasm came, in Britain, at the time of the Robbins Report, a document produced by educators in praise of education as they knew it. But there had been rumblings before, and not all were wonderful.

Any traveller could have gone to India, as I did, and examined the British legacy in places like the state of Kerala which had taken its education particularly seriously. Stories of people with PhDs in general subjects working as ticket collectors had become common. In 1965, even the ticket collecting jobs were gone; highly educated folk were sitting unemployed in railway stations, waiting for foreigners to talk to.

My first criticism, therefore, of the British academic legacy concerns its unwieldiness. Too often able young people are put through courses which are offered simply because particular teachers are available, or because the course is trendy. An emphasis on "training the mind" has hustled out of view any serious consideration of the learning of skills. Teachers insist on instructing in their own way. No one wants to admit too loudly that one subject may be more useful than others.

The mass employment and ticket-collecting Ph.Ds in Kerala had usually been in the "hard" sciences, the worldly subjects, following the British pattern of highest prestige for non-vocational courses. By now, Kerala, has come home to roost.

My second criticism concerns the way in which the academy has split itself up for its own convenience into so-called disciplines. Lewis Mumford, one of the few people to have become a professor without holding a university degree, is among those who argue that, while the world needs "generalists" of a sort, the academy stresses the importance of separate, specialized compartments of knowledge and scholarship.

With this comment, I do not aim to suggest, with a bland "two cultures" stance, that law students should learn thermodynamics for their general education or that physicists should learn Sanskrit. Rather, I am pointing to the effects arising from the tendency in the modern academy, particularly in the English-speaking world, for academic subject-areas to fragment into smaller areas, each claiming its own separate worth.

One suggested solution is to call, in the academy's own rhetoric, for "inter-disciplinary" courses. But this does not really solve the problem; higher education is broken up mainly by those parts of the big body of knowledge which are "disciplinary" in nature. The "inter-disciplinary" is hardly interdisciplinary at all, because study of each subject insists on similar patterns of thinking in the learner. We have not yet seen many combinations like philosophy and biology; but to put these together may be useful, and destructive of the educational process, because the subjects are disparate.

The idea of "discipline" I believe, is a piece of presentation, front-office jargon to justify separating subjects. It is a warning call to say, "Get off my cabbage patch." With the academy split into separate areas of broad science, we need to think instead about the learning process.

Answers in these types of questions are seldom heard, because they do not sound as dignified. Academics would like to talk of the pursuit of excellence, of acquiring

relevant knowledge, of forging forward at the research front. But, in truth, the student historian learns, above all, how to read quickly, how to write cogently and quickly, and how to deal with mountains of disparate information.

Part of the British disease where higher education is concerned, is the avoidance of talk about skills of any sort. This is my third point of criticism. For years, British higher education has leaned towards the liberal arts and natural sciences for the jewels in its crown; more recently the social sciences have sucked their claim. If I went back to Kerala now, I would expect to find ticket-collecting PhDs in physics, with the new subject PhDs waiting to talk to the passing foreigners.

But we neglect skills for essentially snobbish reasons. If you turn to a book by the "professionals" of the skills, the psychologists, you will find that they look mainly at blue-collar jobs; perhaps these are the most easy to observe. Most newspaper discussion follows on. In truth, it is for our skills we should be known—but talk of graduate-types having such attributes has become distinctly non-fashionable.

It is not so well known today that the first universities of medieval times were constituted to feed the "professions" of the day—of law, medicine and law—so they were close to the mainstream of contemporary life. Francis Bacon was unhappy about the results of this tradition, commending that Oxford and Cambridge neglected both the "arts and sciences" in favour of teaching for careers. We also know that in 1530 the College de France was set up in Paris, outside the university system, to look into the mysteries of natural science, as the French government

### "The world outside education... needs individuals who can think straight"

had decided that the universities were getting so fixed in their ways as to neglect this topic.

The binary system in higher education has, therefore, been with us for four and a half centuries. Separate schools sprang up first in France then later in Germany. Most European countries followed the German pattern some time in the nineteenth century, the age of so-called "industrial revolution". This provided a separate education for many of those who would work in manufacturing, from those who would work elsewhere.

Higher education in France with its prestigious *grandes écoles*, and Germany with the *technische Hochschulen* has managed to avoid Britain's strong anti-vocational bias. *Grandes écoles* in France are not much interested in notions like "academic freedom" or like "relevant disciplines", which I deal with later. This is mainly due to the fact that up to 90 per cent of the students in these schools are preparing for the *concours*, the entrance examination for the *grandes écoles*, rather than full-time lecturers, who can bring to the attention of students the characteristics and demands of real-life employment.

Much of the way in which we in Britain used to think about human activities today seems to me to be heavily influenced by the types of assumptions made in the vocationalized academy which I have been criticizing. Thus, we are as likely to get the specification of problems as one of their proposed solutions.

On an earlier occasion in *THE TIMES* (March 18, 1976), I argued that the idea of "applied science" was a considerable nonsense. Since any published knowledge can be used by any person at any time, there can be no body of knowledge which is entirely free from use or application. So there can be no "pure science", uncontaminated by utility in some way, which would make the "applied science" construction mean anything in con-

struction. Engineering as "applied science" is a total misnomer; scientific activity produces a main output of knowledge of events, whereas engineering produces a main output of useful artefacts. But this idea of "applied" bewitches and beguiles our system of higher education. Phrases such as "applied economics" and "applied sociology" are commonly used to refer to the empirical parts of each subject-area, and to the close observation of events. "Pure economics" and "pure sociology", in contrast, are to do with theory and abstraction, but no subject area can exist without its observational role. Without the so-called "applied" element, "pure economics" becomes pure chattering, and "pure sociology" becomes pure chattering. The distinction between pure and applied tells us little about essential principles in a particular branch of study, or about any skills that a student studying the subject might be expected to acquire; it is simply a piece of sloganizing born of snobbery.

Close to the misleading contrast of "pure" and "applied" is that between "practical" and "theoretical". Some people will be working in history, some in physics, like physics, they are sensibly less concerned with theory. Besides, this is a man's world. Competent historians, geographers, archaeologists, architects and engineers alike will, for instance, all want to find out what the physicist and chemist know about the world. In order to use this knowledge as part of their own work, it is quite ridiculous that the idea of work being termed "practical" serves to devalue it.

Perhaps the biggest hazard of the current attitude is that it encourages the superficially "relevant knowledge" and "relevant disciplines" to mean anything worthwhile. It seems clear to me that virtually everyone at work outside the academy needs to have access to all parts of the book of knowledge. The works manager will want to see what the social psychologist has to say, as well as what the physicist says. The architect designing a new town will want to read from history, geography, anthropology, geology and meteorology. Knowledge produced by scholars is free and should be treated as such. In this sense there is no relevance.

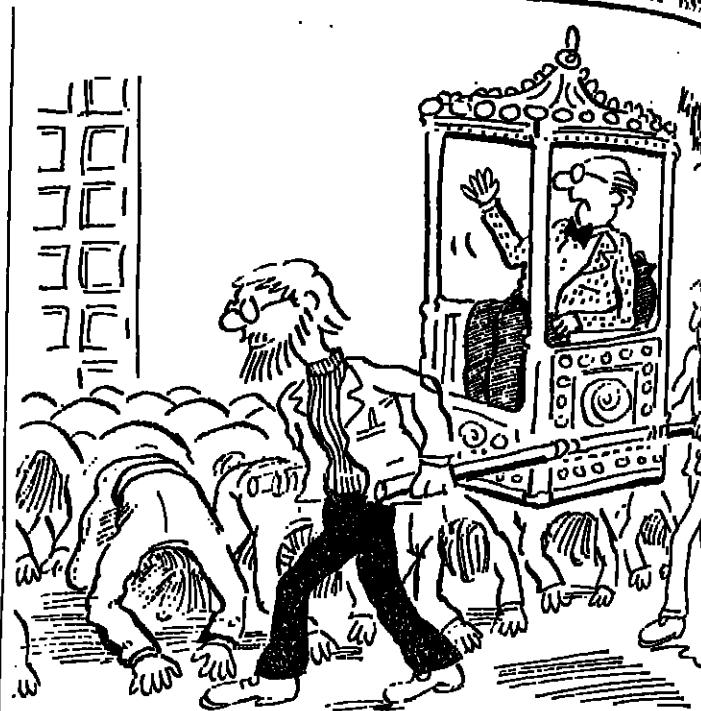
But despite the tone of this paper, I conclude with a strong plea for the wider use of well-educated people with confident, sceptical minds outside the academy. So I call too for the academy to consider much more what students are learning for. Crudely put, the world outside education needs not by scientists of sorts, by those who for lack of a better word might be called "academics"—needs individuals who can think straight. Full-time education at the university, or its equivalent, is normally the best place to learn how to do this. But there are other things to be learnt as well, and few academics think much of the real relevance of the courses they provide, or of the realities of the work done by activists.

To help to do this the modern academy should be "cut off" from the rest of the world. There may be no need to go as far as the French *grandes écoles* do in finding teaching staff, though some subjects should study their systems closely. But there is a need to cut private talk which frustrates an aim that academics claim they have: to make their findings widely known.

Indeed in its world of "discipline" and claims about "pure" and "applied", and the jargon of the separation of the subject-areas, the academy as a whole tends to be cant and deceit which scholars aim to overcome. An obsession with separation helps this to happen and a proper regard for skills would help to put things right.

Michael Fores

The author was a senior economic adviser, Department of Industry.



## Time to question the power of professors

A senior lecturer outlines the harmful effect of university chairs

The time has surely come for a critical reappraisal of the role of professors in British universities. My own dealings with them have only produced minor irritations, but looking around, however, I am clearly in a fortunate position. It is true that the iron law of professorial gerontocracy has been transformed in recent years by the expansion of the profession yet there remain distinct functional problems in need of revision—irrespective of the individual's virtues or weaknesses. Even exemplary professors rule over an archaic form of government.

Professors sit aside a hierarchical structure, which is a hindrance to equitable and efficient university management. At their worst, they dominate universities, occupying positions of power from which they can control or block the more democratic structures below.

This is perhaps tolerable where their power is exercised with a benign competence. Unfortunately, these qualities are sometimes absent. Of course we all know that elevation to a chair, on the basis of technical competence or scholarship, often pitches a man (and, more rarely, a woman) into a post for which they have little or no training.

Inevitably, chairs demand of the incumbent untried qualities of management. Doubtless, many muddle through with an acceptable degree of confusion, their mistakes and shortcomings compensated by colleagues, assistants and secretaries. And there are those whose natural talents soon find an ideal niche in the varied demands of professorial work. But at the other extreme—and perhaps equally rare—are the utterly incompetent who rearer into an insistence on their authority by way of apology for their shortcomings.

It is striking that at the heart of a number of university troubles since the mid-1960s there has been not merely student radicalism or junior lecturers' truculence, but also a profound ineptitude. Yet what can be done about an errant professor? There are senior persons whose shortcomings would, if proven in a junior colleague, lead to the most serious repercussions. Absentmindedness, a withering of academic endeavour, poor or scarcely existing teaching—these and other academic vices go unnoticed.

There are professors who, on the basis of their work in the past decade, would not get a junior fellowship in their own department. Clearly, it is difficult to do anything about such individuals, particularly in the teeth of professorial dominance and a union whose main ambi-

tion seems to be security of tenure.

A fundamental problem is that professors elect new members to their own circle on about a 100:1 ratio. This means that a professor of mathematics, for example, will select the next professor of French from among his colleagues in the department. It is not, perhaps, possible to have an absolutely valid selection system for chairs, as one would ever get elected. To make matters worse, my more recent greater consultation is a counter-balance by back-slapings and private telephone calls in many departments and universities, the great majority of which have no say whatsoever in selecting the one person who will be the most important in their teaching careers.

Yet it would be very simple to allow everyone a voice in electing the kind of chair required; to express a preference; to have university representatives on the selection committee; to have a move towards the system which used in North America where listed candidates meet all the criteria and give either a seminar or a lecture. Would that not be better than a 30-minute interview by a panel of professors? And would it not be a good idea to send new professors on management training courses?

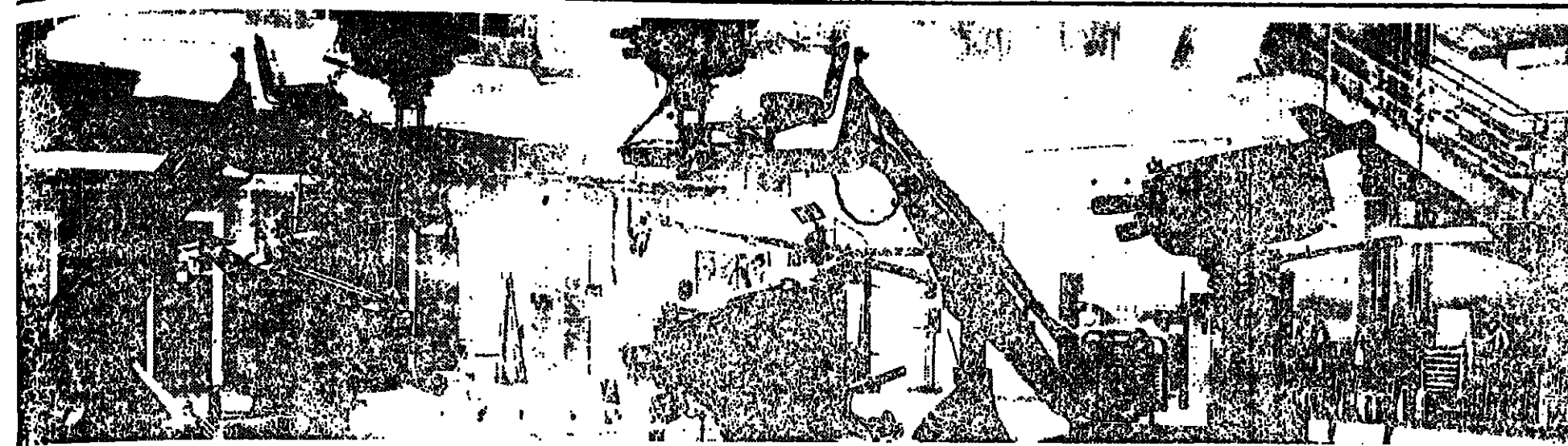
Best of all, however, would be to move away from the hierarchical structure of professorial government. We could again have everyone "in" the university still working on the basis of technical competence or scholarship, often pitched a man (and, more rarely, a woman) into a post for which they have little or no training.

Unavoidably, chairs demand of the incumbent untried qualities of management. Doubtless, many muddle through with an acceptable degree of confusion, their mistakes and shortcomings compensated by colleagues, assistants and secretaries. And there are those whose natural talents soon find an ideal niche in the varied demands of professorial work. But at the other extreme—and perhaps equally rare—are the utterly incompetent who rearer into an insistence on their authority by way of apology for their shortcomings.

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The author, who wishes to remain anonymous, teaches at a university in the north of England.



## Back to basics before broadcasting's new era

The timing of the Government White Paper on Broadcasting is excellent. It is unlikely that any of the Government's proposals will be given parliamentary time for discussion, let alone legislation, in what is left of the lifetime of the present Parliament. So the Government has been able to produce a White Paper which can please pretty well every interested party.

Whether we—the public, the electorate, the broadcasting audience, the licencees and tax payers—should be pleased is another matter. The White Paper puts forward seven proposals. Three of them are unacceptable, and need not concern us here; they relate to the setting up of an independent commission to handle complaints, to the requirement that broadcasting authorities should themselves canvass public opinion about their services, and to the promise of legislation. The other four are:

"The British Broadcasting Corporation (BBC) and the Independent Broadcasting Authority (IBA) will continue to be responsible for the broadcasting services which they now provide. There will be some changes in the internal structure of the BBC to enable the Board of Governors to concentrate on their role as trustees of the public interest."

"The IBA's supervisory responsibilities will be extended to embrace radio services, including pilot schemes of pay-television and other forms of local broadcasting."

"An Open Broadcasting Authority (OBA) will be established to supervise a new service on the fourth television channel; and a Welsh language service will have priority on the fourth channel in Wales."

"Both BBC and Independent local radio services will be permitted to expand."

The Government White Paper is the result of the Government's consideration of the report of a committee on the future of broadcasting, and it is important to remember that the Annan Report was published at a bad time. It was then, in the spring of 1977, that there wasn't going to be enough money to support the broadcasting services we had, let alone add to them.

Indeed, what the Annan Report called "the present economic climate" is responsible for what may well prove the most important of all the conclusions reached by the committee: "Technological changes may be the cause of fundamental change in the constitutional arrangements for what are now called broadcasting services. We do not believe the time for these changes has yet come. We have a long way to go in the interim between two eras, in which the swansong of the era of conventional broadcasting is likely to develop into the prelude to the era of multiplicity of telecommunication services."

All that the White Paper has to say about this is that possible future developments should not be prejudged.

Keeping one's options open has an obvious ring. Its usefulness as a prescription for inertia has been well demonstrated; and inertia is the part of the Government now, when future developments are so clearly visible, may well prove disastrously expensive, so far as the future of broadcasting is concerned.

This is not the place for yet another thumbnail sketch of the technological future; nor am I competent to provide it. But what is critically important, anyway, about the new technology is the opportunity it presents for reconstructing the financial basis of broadcasting services.

The point is this: regular public broadcasting services were begun in 1922 by a consortium of manufacturers of wireless receiving sets, whose purpose in doing so, manifestly, was to encourage people to buy the things. Nevertheless, all the equipment, technicians, performers, and administrative staff needed for producing programmes and transmitting them were paid for by the Government out of money paid by the public for the right to listen.

We have grown so used to the arrangement that it is difficult, now, to see how odd it is: a national broadcasting system paid for by a uniform charge imposed by the Government on people who had receiving sets sold or hired out at a profit by commercial undertakings on the one hand, and, on the other, a number of manufacturing and commercial firms which had never had any financial responsibility for providing the broadcasting services on which the whole issue was dependent.

Of course, for the Post Office and for the armed services, who together represented the telecommunications establishment, broadcasting was merely a nuisance; and the proposal by Marconi, a few months before the British Broadcasting Company was created, that the wireless service could be established by Marconi in similar form to that which its subordinate company, Marconi Marine, operated for shipping, was a positive deterrent. But the Post Office itself had, in its telephone service, fully demonstrated the practicability of treating receiving sets as part and parcel of a whole communication system, charging a fee for installation and a rent for providing the service and maintaining the equipment.

As late as 1936, Atlee, Clement Davies and Lord Eton put their names to a reservation to the Ulster Report which urged this arrangement on the Government: "When a public service is established, it is, we think, necessary that the public interest should predominate throughout the whole range... the weak spot of broadcasting is in the provision of receiving sets by private industry..."

"We understand the BBC has in fact the power to manufacture and provide receiving sets which we consider that at the earliest possible moment into the possibility of either the swansong of the era of conventional broadcasting is likely to develop into the prelude to the era of multiplicity of telecommunication services."

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Tom Burns believes the Broadcasting White Paper has missed a chance to return to an idea floated 40 years ago

practically any other kind of service or business.

This is hardly the case now, and the idea floated 40 years ago may well make a lot of sense in terms of the BBC's finances and, for that matter, the British electronics industry, as well as of the technological future. Hitherto, television, not most telecommunications generally, have operated on the basis of analogue techniques, such as amplitude modulation of frequencies. These are now being replaced by digital processing of the kind which computers have made familiar.

So far as television is concerned, I am told, one can expect domestic receivers to produce as good an image as studio monitors give the programme director in his gallery. Of course, we shall all need new receivers, and at present this means that German, Dutch and Japanese manufacturers will be happy to make them for us and rental companies to hire them out to that majority who cannot afford, or prefer not, to buy them.

The changeover to digital transmission is only the first of a sequence of changes we can expect before the eventual merging, envisaged by the Annan Committee, of broadcasting services with other telecommunications services. It provides the first of a series of opportunities for rationalizing the economics as well as the technology of broadcasting. But this first opportunity is passed over. It reduces the chances that the subsequent ones will be taken up.

As against all this, the Government White Paper gives the green light to the OBA. If one can forget, for the moment, the magical allure that the word "publisher" seems to have for academics, politicians, and journalists, the main attraction for the Government of Tony Smith's suggestion of a "National Television Foundation", which lies behind the proposal for an Open Broadcasting Authority, is surely the complete separation of the broadcasting authority from broadcasting; what must have seemed even more attractive to the Annan

Committee, and to the Government, is the proviso that he wrote in that the Authority should have "virtually no employees".

There will be no need for the Authority to act as censors, issue policy guide lines, to recruit, train and develop broadcasters, to build and equip electronic factories; all they will have to do, it seems, is to sit back for the finished programmes and programme ideas to roll in, and to choose among them, and to choose also among the advertisers and the sponsors willing to pay money to have their products and their services advertised. It does seem a pity that no testimony was invited from NBC, CBS, and ABC, who have been doing this kind of thing for rather a long time, and making a good thing out of it.

There is one special puzzle. While a good deal of the Annan Report is taken up with critical reviews of existing broadcasting services and authorities, its severest strictures are reserved for local radio. Though not many people, other than those with vested interests, would quarrel with these, the Government claims—on what grounds, it doesn't say—that local broadcasting has achieved considerable success and concludes not only that the system should stay as it is but that the BBC, and IBA should be allowed to expand local radio services.

One can understand the Government's reluctance to set up a fourth authority with no more inspiring a task than to clear up the present mess, but it is a little breathtaking to find the criticisms as well as the proposals of the Annan Committee so blandly ignored. But beyond this, a fairly obvious opportunity has been missed.

Just how long a period of gestation will be needed, financially as well as administratively, to bring the OBA into operational being is impossible to say, but handing over local radio in its entirety to the OBA when it does start life seems to me a proposal at least worth some consideration.

If the definitions given to the proper role of local radio in the community (whatever that is) mean anything, local radio stations should not towards its audience and towards its broadcasting resources very much as the OBA is intended to operate nationally.

People have stopped feeling protective towards the BBC, but if it is "arguably the single most important cultural organization in the nation" (Annan Report) and if the Government agrees with this and goes on to say that "it should continue to be the main national instrument of cultural broadcasting in the United Kingdom" I don't see that it makes sense to make it so difficult for the BBC to remain so.

The White Paper does nothing to release the BBC from the vicious circle of competition for ratings (and for staff and for performers), increased expenditure, and campaigning for increased licence fees (chronically too little and too late). The OBA will add to its troubles much more than to those of Independent Television.

And to crown all this, the Government is proposing to thrust "Service Management Boards" on top of each of television, radio, and external services, and between the services and the Board of Management, headed up by the Director General. The managing director of each of the three services will, now, have a seat on the BBC Board

of Management; the chairman of each Service Management Board will have a seat on the Board of Governors of the BBC.

The White Paper is a little ambiguous about the purpose of these changes. They are linked directly to a passage which speaks of the "dual role" of the Government which has over recent years "become a source of some confusion. In particular, it has appeared that the functions of supervising and regulating in the public interest the Corporation's activities on the domestic services has sometimes been subordinated to the Government's managerial role."

"As the Annan Committee observed, the Governors are the trustees of the public interest and should not identify themselves too closely with the day-to-day decision taking in the Corporation or public interest. The Corporation's activities on the domestic services has sometimes been subordinated to the Government's managerial role."

There is a distinction between policy decisions and management decisions, but it is an analytical distinction, and one extremely difficult to make and certainly to sustain in practice. Both Lord Beveridge, when he was chairman of an earlier Committee of Inquiry into Broadcasting, and Lord Simon who was chairman of the BBC at the same time, saw it as impracticable, in a full (and dangerous) for the governors to be too closely confined to matters of policy or principle and to have to keep their distance from the concerns of management. Simon, who had long and fairly successful experience in industrial management and public administration, believed that it was simply not feasible to draw any line between "policy" and "day to day management".

But the changes which the White Paper wants to see in the BBC are obviously intended to be a response to the other criticisms of the BBC which they mention, that it is too monopolistic, too impervious to criticism and too bureaucratic, and, taking up the point that I have myself developed at some length, that the former commitment to the concept of public service broadcasting has been overruled by commitment to professionalism.

I simply do not understand how it is imagined that adding what is essentially a new layer to the "top heavy" bureaucracy of the BBC is going to better it, or how impersonalness to criticism and the erosion of the public service idea by professionalism will be cured by the new boards. The odds are that they will make things worse. As I have argued, the exuberant growth of professionalism in the BBC over the past 15 years is in large measure a response to growth of managerialism. To nominate a flock of keepers of the public service idea to oversee broadcasters committed to beating the competition at their own game, to professionalism, to "creative broadcasting" or whatever, will surely multiply the problems and increase the tensions.

There is a case, I believe, for abolishing the Board of Governors of the BBC and making the Director General answerable directly to those who are constitutionally trustees of the public interest in this regard as in all others—Parliament.

The author is professor of sociology at the University of Edinburgh.



## BOOKS

## An indelible stain on the silence

Samuel Beckett: a biography  
by Deirdre Bair  
Jonathan Cape, £8.50  
ISBN 0 224 01461 7

People have often been understandably puzzled that Beckett—holding the views he does about life—did not commit suicide long ago. One of the many achievements of Deirdre Bair is to have come up with a plausible explanation of the paradox of his continuing existence. "I couldn't have done it otherwise," she quotes him as saying, "gone on, I mean, I could not have gone through the awful wretched mess of life without having left a stain upon the silence."

That "stain" has, rightly, earned him the Nobel Prize and other, more dubious consecrations, like the entry of *An attendant waiting* into the repertoire of the Comédie-Française 20 years after it was based in a humble studio theatre at the other end of Paris, and a place on A level set-books lists. In his own lifetime he is rapidly coming to rival Henry James or James Joyce in the number of scholarly books and essays devoted to criticism of his work. A bibliography of high on 400 pages appeared in 1970 but was out of date even before it was published. No wonder, then, that someone should attempt to write his biography before it is too late, before those who know him are dead or have forgotten.

The publication of this book is therefore no common literary event. Beckett is notorious for his reticence, and is still alive and able to influence his friends. In a remarkably short space of time—she tells us he began in 1971—Mrs Bair has compiled a biography which runs to nearly 750 pages and tells us pretty well everything we could wish to know about Beckett's life, as well as a few things we could, I think, have done without being told. That, in a nutshell, is the strength and the weakness of her book.

It certainly makes for fascinating reading as we follow Beckett from a childhood in well-off Dublin suburbia to public school in Ulster, from a brilliant scholastic and sporting career at Trinity College, Dublin, to the Paris of Joyce and transition, from Weimar Germany to London, then France, usually resistance cell and provincial muds, from post-war Ireland where the sight of his relatives gorging themselves on butter and cream made him sick because his friends were still eating "sawdust and turps", to devastated Normandy where, in a town grimly described as being "rubble of rubble", he worked for a short time for the Irish Red Cross. And finally back to Paris where he wrote, between 1946 and 1950, *Godot* and the prose trilogy, two masterpieces which could ensure for all time that the stain he has left on the silence will be indelible, like Joyce or Proust in the same way again. Proust, haunted, philistine Ireland had given yet one more great writer to the world.

In telling this story Mrs Bair does not come up with many new facts, but she does put all the known facts on a firmer basis, mainly by indefatigably interview-



Samuel Beckett, photographed in 1966.

ing everyone, from relatives and friends to actors and academics, who could possibly tell her anything or enable her to cross-check her account. One of her main difficulties was that her subject "has those aspects of himself which have become public knowledge, and which he has taken care to determine the manner in which they are presented," so that even the date of his birth is "obscured by confusion and irony"; he insists that he was born on Good Friday, April 13, 1906, "a date to which he has not discouraged scholars from attaching undue importance", whereas his actual birth certificate gives it as May 13, 1906.

I am not really competent to judge Mrs Bair's accuracy on this point or others, because when I was working on Beckett I had no alternative but to take his word for what he said to tell me. For instance, the first people in Dublin to buy a car, but this is not unusual for Mrs Bair. Is this because she knows that the statement is not correct, or because she did not unearth this piece of information? (The point is not as trivial as it might appear since motor cars loom quite large in her account.)

So far as I know, there are apart from Beckett himself only two other people who could authoritatively check on her accuracy. Professor Lawrence E. Harvey of Dartmouth College and Dr James Knowlson of Reading. Mrs Bair has spoken to Mr Harvey, the somewhat hapless graphic-cum-critical essay which was heavily censured by Beckett, but she does not appear to have consulted James Knowlson, who is a pity since he possesses unrivalled knowledge of Beckett's career, especially of his work in the theatre.

## Beyond realism in search of meaning

chosen form of fiction as "the metaphysical novel".

Professor Elgner borrows this term in his study of a group of English and American writers for whom he traces common features in such areas as intention, structure, characterization, and public. He also deals with the obscurity of these Victorian critics who failed to see the way in which these novelists differed from their realist colleagues. His criticism in the areas of secondary material, letters, prefaces, notebooks, number-plans is particularly rich.

Few people will be able to read this critical study straight through. This is unfortunate because the argument, although diffuse, is packed with information and repays continuous attention. Elgner modestly declares that it "contains

nearly everything I know". There are passages of bone-crunching American academic prose at the outset we are promised "a number of sub-genres" and the meanings of the word "meaningful" is freely employed. But on the whole the argument is cogently stated and full of local insight and wider generalization, and one is constantly tempted to stop and take issue with the critic, or to think through the implications of a remark which may lead in almost the opposite direction.

The real problem with the book is that its subject does not exist. There is no such thing as a metaphysical novel in the sense of a conscious genre, a fact which Professor Elgner seems to admit by slipping into the designation of "romances" as distinct from "realists". Even this looser category does not quite fit all those

the unedifying details about money squabbles in the Beckett ménage or the author's problems with his bowels on his teeth. Is it being prudish to more than Mrs Bair had exercised more tact over these depressing and ultimately insignificant matters? We know from Beckett's correspondence that a writer's private self can be distinctly unattractive, but that does not detract from the achievement of *Madame Bovary*. Similarly we need to overlook Beckett's "male chauvinist" remarks in unguarded situations with close friends because they might lead us to ignore the sensitive and compassionate woman characters, like Mrs Rooney or Winnie, he has created in his plays.

The area where Mrs Bair brings most light, but also risks giving the greatest offence, is in her account of Beckett's relationship with his mother. Nobody reading the novels can remain unaware for long that the author had a complex, and conflicting, feelings about his mother, and so will not be surprised to learn that May and Sam clashed terribly, while being devoted to each other; they were both intensely stubborn and their continual rows ended in a ceasefire rather than settlement.

"What a relationship!" was Beckett's very comment when she, who otherwise hardly ever let a name, flew to Paris to be at his bedside when he was recovering from a near-fatal stab wound; and on another occasion he was moved to tears when May learned from his brother that May had been badly burnt in a domestic accident but stoically insisted he be kept in ignorance of her injury. All the more puzzling, therefore, is Mrs Bair's index is slipshod; even the index to this is a rather rushed job, despite its length; even the index is slipshod; even the index to this is a rather rushed job, despite its length; even the index is slipshod; even the index to this is a rather rushed job, despite its length.

Perhaps encouraged by the fact that Beckett sought psychoanalysis in the 1930s and was greatly impressed by hearing Jung lecture in London, Mrs Bair ventures psychological explanations of her own for Beckett's conduct. The "together with her naive and largely unreflexive sort of literary criticism" are the weakest parts of the book. But she is very self-confident, and this leads her to become decidedly reductive on occasion. For example, "about" adultery, as if there were all there is to it, or that *Footfalls* "seems to be primarily one of the plays which, in its outwardly autobiographical hints, the plays remain private: the girl in a slabby green coat, on a railway-station platform" about whom Krapp rhapsodizes, does not seem to have been positively identified. Whenever Mrs Bair takes to embroil her upon what little is known of an historical novelist speculating on the state of mind of Elizabeth I, for instance, after we are told (or rather known) that Mrs Beckett brought food to her son in his room at Trinity because she was worried about his health, we are treated

to several sentences of amplifying her "true" motive for making these visits (to spy on his privatest guesses).

"The artist who gambles his being on the 'true' motive for making these visits (to spy on his privatest guesses)." Beckett was faithful to this view, he never really had known, in literary Paris, he tells us, would seem to him like a voyeurism. It is hard not to feel like a voyeur after coming to the end of this book (Beckett) by reading it. Still, given that we itch to know more and more about celebrities—particularly if they are recluses—made a biography more secret, or later, it may be said that Mrs Bair has done the best possible job in the circumstances. Her account of Beckett's tragic brush with Lucia Joyce is much fuller than others, and it same applies to his war years, including the hitherto well-known fact that he was awarded the Croix de Guerre by General de Gaulle for his work in the French resistance. And she comes up with some real gems, such as his characterization of the boys he met to teach in 1928 at Campbell College Belfast: when the head upbraided him for his hostile attitude to "the cream of Ulster", Beckett is said to have retorted, "Yes—all rich and thick."

Her comment on the relationship between Beckett and Joyce, for a long time thought to have been that of a secretary and his employer, is just right: she compares it to that of "a priest and his parishioner" and "a professor and his student". She also points out that Beckett's influences on Beckett, such as the diarist Jules Renard (unfortunately misspelled "Reynard" later in the book) or Dr Johnson, in whom Beckett tried to write a play more than 10 years before *Maoism* was thought of. We also learn of his idea in the 1930s of becoming, of all things, a film cameraman; he even got so far as to write to Eisenstein in Moscow, asking to be taken on as an apprentice.

It also comes out that he felt very insecure about his French when he started writing in that language and went over his masterpiece, *Molloy*, with a French friend, sentence by sentence, to make sure it would read like the work of a native Frenchman. Later on, he was more confident, and said of his last full-length novel, *Comment c'est*, that it had a "strange feeling of wrongness, but necessary wrongness."

Beckett has always—that is, of course, his saving grace—seen the funny side, as when he got stuck in the revolving door of the Dances being too drunk to extricate himself. Round and round he whirled, while Giacometti, like a giant, brooding toad with hooded eyes, sat and watched and said nothing, and while tourists pointed at the poet of nothingness and despair.

John Fletcher

## BOOKS

## Turned upside down

The Reversible World: symbolic inversion in art and society  
edited by Barbara A. Babcock  
Cornell University Press, £10.50  
ISBN 0 8014 1112 2

Man's ability to construct in imagination what he intends to do is commonly accepted as distinguishing him from other animals. This book is concerned with an ambiguity concomitant of that specific ability, the apparently universal human tendency to imagine, represent and act out in playful drama the converse of the "normal" world.

The editor of this book terms this paradoxical way of thinking and acting "symbolic inversion", which she defines as:

any act of expressive behaviour which inverts, contradicts, abrogates, or in some fashion presents an alternative to commonly held cultural codes, values and norms be they linguistic, literary or artistic, religious, or social and political.

Barbara Babcock's Introduction also has some interesting things to say about the possible uses of such inversion in the construction and reconstruction of social and cultural forms.

Turning the world upside down, as Erik Erikson and others have suggested, can be understood as a kind of "adult play", the purpose of which is to produce "a space in which to take chances with new roles and ideas". Thus negation can be creative, and in a double sense: symbolic inversions both throw into relief and sharpen awareness of the relations of power that define the world as it is, and, by presenting an image of a contrary order, remind men of the contingent and therefore changeable nature of those relations. There is much in this book, as the editor observes, that relates to the work of philosophers such as Henri Bergson and the semantics of humour; also relevant are the theories of Arthur Koestler taking to be taken on as an apprentice.

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John Fletcher

In Worlds Apart: professionals and their clients in the welfare state  
by Tim Robinson  
Bedford Square Press, £1.95  
ISBN 0 7199 0942 2

In the last 30 years the expansion of social welfare institutions in the United Kingdom has been accompanied by an unprecedented growth in professionalism. The consequences of these developments are in particular their effect on the consumers of public services are the focus of this essay.

It begins with an examination of client dissatisfaction and attempts to classify them in terms of such issues as communications, the balance of power, the personal attributes of professionals, the adequacy of services and the client's subjective feelings, usually complex and fluctuating.

The argument then moves to the professional who, like the client, is encapsulated in a subjective but very different world, reinforced in his position by his professional identity, social background and a variety of organizational constraints. Consequently the professional starts from a position of superior knowledge and power which only the most uninhibited client is in a position to challenge.

## TROLLOPE

Now ready  
Anthony Trollope:  
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Most clients simply keep quiet and passively accept what is offered, though they may turn to other, less formal sources of help which as neighbours and friends thereby liberally many of the risks associated with folklore and conventional wisdom. Many learn to play the role of the "good" client or patient, thereby reinforcing the professional in his professionalism. Only a few are sufficiently articulate to offer a positive challenge to the professional in an attempt to change the character of the relationship to something closer to partnership.

It is this latter group which Mr Robinson seeks to encourage. He takes the view that certain aspects of social welfare work—such as casework, welfare rights work, radical social work and community work point the way by placing greater emphasis than usual on the idea of partnership between professionals and their clients and suggests that this concept could usefully be extended in other fields, such as medicine and education, and also in the social welfare institutions that impinge on the lives of so many people. He argues that in any case professional morale is as low as client dissatisfaction is high, so there should be a readiness on both sides to explore ways of establishing more fruitful relationships, but he also warns that much of what ostensibly seems like partnership may be little more than a sham.

Robinson's solutions are mostly modest and include greater involvement of clients in the training of professionals, reduction of formality in offices and consulting rooms with restructuring of the

Doris Pilling and Miss Kellmer Pringle of the National Children's Bureau have produced a survey of the literature covering the major aspects of child development. *Controversial Issues in Child Development*, which is published by Methuen, £8.95. The subjects chosen for

licensed contravention of norms occurs, in the two cases examined, throughout the year and not just at the time of the annual "rites of reversal".

James Peacock, in a contribution which raises the most profound questions, considers symbolic inversion in two social roles in Indonesia: those of the clown, who reverses categories of rank, and the transvestite, who reverses categories of sex. Peacock concludes that the effect of political and economic modernization is to substitute a linear and cumulative worldview for the category with which we invest the clown and transvestite roles with meaning.

The instrumental view would reduce all forms to mere means toward the ultimate end, but symbols of reversal call forth enchantment with the form and veneration of the cosmic categories it embodies.

Barbara G. Myerhoff describes ritual inversion in the neyote hunt of the Huichol Indians. Bruce Jackson writes of the "double inversion" of stigmatized roles among convicts and drug addicts where the normal world's "failure" can be "success". Renato Rosaldo's paper on extra-perceptions of the "wild" flowers hunter-gatherers of the Philippines, could well have been related to Blake's "inverted world": that it was not perhaps due to the uneasy and arbitrary division of the contributions to this book. However, the "inversion" in image and "inversion in action" Victor Turner's concluding chapter also disappoints by failing to deal satisfactorily with the troubling theoretical questions raised for anthropological orthodoxy by several of the authors' representations. Here is notably the contradiction between a functionalist theory of symbolic inversion and that which sees it as facilitating social development. The material in this book is not only a valuable addition to the study of symbolic inversion, but also a valuable contribution to the study of the maintenance of established norms. The authors show that this simple model will not do, since

Roy Willis

## Breaking down barriers

In Worlds Apart: professionals and their clients in the welfare state  
by Tim Robinson  
Bedford Square Press, £1.95  
ISBN 0 7199 0942 2

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encounters that take place therein, opportunities for professionals to meet clients in groups as well as singly and better communication with services available to client participation in planning development. He also argues for a breakdown of the inhibiting aspects of interprofessional barriers and for the creation of client organizations that will help to redress the power imbalance by asserting their own views and developing their own expertise, including the use of client advocates.

These are all realistic suggestions but it is questionable whether they go far enough. It seems likely that a more fundamental restructuring of the process of professionalization may be needed, particularly in education and training, but Robinson does not go this far. He can also be criticized for underestimating the importance and uniqueness of technical expertise, particularly in medicine, and of the general uncertainty and lack of easy solutions that characterize social work. These are surely crucial factors in reinforcing elitist professionalism.

Personal experience is sometimes a poor foundation for research. In this case the opposite is true. Starting from his experience as parent of a handicapped child, Robinson has produced a well-researched, cogently argued and balanced analysis of a problem with which we are all deeply concerned but which (as he himself points out) has hitherto received only scant attention in the literature.

It is an eloquent plea for the reduction of professional power.

John Haines

review include the impact of very early life experiences on development; the effects of sharing the care of young children; the role of the father in the family; the effects of teacher expectations on pupils' performance; the effects of intervention by teachers and parents.

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## BOOKS

## Brain imbalance

Asymmetrical Function of the Brain  
edited by Marcel Kinsbourne  
Cambridge University Press, £18.00  
ISBN 0 521 21481 5

It used to be thought that the verbal left hemisphere of the brain dominated mental activity, but it has become increasingly clear over the past 15 years that the two halves of the brain make equally important but qualitatively different contributions to mental processes.

The left hemisphere thinks by manipulating abstract symbols such as words and numbers whereas the right hemisphere works with mental images which are directly representative of the perceived world. The segregation of the two hemispheres is something of a mystery and its evolution, ontogeny, and even its extent are still matters of conjecture.

In this book Marcel Kinsbourne has collected review articles by authorities on many lines of research into this functional asymmetry. The volume is organized into three sections covering different approaches: the effects of unilateral brain damage and commissurotomy, behavioural asymmetries in normal human subjects and comparative studies on man and animals. It is aimed at research workers rather than those with a passing interest in the subject, but certain chapters would make useful reading for final year BSc courses in psychology and neurobiology.

The chapters by Nebes and Harris are particularly valuable. Nebes writes what is probably the best available review of psychological studies on "split-brain" patients. He covers asymmetry of function, interhemispheric transfer as well as problems relating to the lateralization of emotion and consciousness. Harris gives exhaustive treatment to the evidence for sex differences

in the cerebral organization of spatial abilities.

Unfortunately most of the chapters were written between 1968 and 1974 and are presented now without extensive revision. Yet significant advances have been made since then in dichotic listening, half-field tachistoscopic and electroencephalographic and some chapters must be regarded as historical introductions to the recent literature rather than reviews of it. The problem can be partly overcome by extensive footnotes, as in Trevathan's account of interhemispheric communication. This describes the highly original contributions he made in the late 1960s to our knowledge of the role of the forebrain commissures in bimanual coordination and of the brain stem in ambient vision.

The book says little about several current issues including the ontogeny and genetic determination of functional asymmetry and the extent to which certain psychiatric disorders may be related to malfunction of one half of the brain.

Kinsbourne sets out some refreshing points of view in the closing section including his stimulating ideas on the significance of decussation—the crossover of nerve pathways which causes each half of the vertebrate brain to control the opposite side of the body. The engineering advantages of this phylogenetic innovation are obscure but Kinsbourne suggests that it is secondary to a 180 degree twist in the whole body just below the brain. As evidence he points out that vertebrates differ from invertebrates not only in the matter of decussation but also in the dorso-ventral location of major vascular and neural elements in the thorax and abdomen. The question now is what evolutionary advantage the vertebrates gained from corporeal rotation at the neck.

Stuart Butler

## Model building

Chemistry through Models  
by Colin J. Suckling, Keith E. Suckling and Charles W. Suckling  
Cambridge University Press, £15.00  
ISBN 0 521 21661 3

Scientists of all persuasions make extensive use of conceptual models, both in interpreting their observations, and in the planning of future work. These range from the empirical correlation of two observables such as a reaction rate and temperature, to highly elaborate mathematical models based on fundamental laws of the interaction between elementary particles. In between these two extremes there is a great variety of models and symbolism which incorporate both empirical and fundamental concepts.

Chemists have been particularly successful in model building—one consequence of which is the omnipresence of the "named reaction", indicating the extent to which the organic chemist uses analogy and precedent in forming his synthetic plans. Every chemist uses models so extensively that he tends to give them more validity than the experiments that he is trying to understand. Consequently there is a tendency in chemistry to use models in one area of the subject to belittle the models of other areas as being either too empirical to give any insight into the chemistry, or too pure to be applicable to real chemical systems.

This book provides a fascinating account of the thought processes involved in constructing usable

models across a very wide range of chemistry from its borders with physics, with biology, with technology, and with economics. To a large extent it takes the form of case histories, outlining the steps in the construction of models and of their successes and failures.

The two introductory chapters I found rather tedious and repetitive, but the subsequent chapters give a very good account of the steps leading to the construction of successful models. These cover the fields of reaction kinetics, quantum chemistry, the theory of electrolytes, organic reaction mechanisms, organic synthesis and degradation, biosynthesis and enzyme chemistry, the design of chemical plant, and the process of innovation in the chemical industry with its consequent interplay between technology and economics. One of the common themes throughout the book relates to the need to improve models in the light of new experience, while being careful to confine predictions within the limitations of the current model.

You have to be a chemist to read this book with any hope of understanding the greater part of it, and I suspect that its wide range will deter established scientists from reading it. It would, however, be an excellent supplement to conventional textbooks for the student or newly qualified chemist, who would gain a much clearer idea of the way in which his subject has developed than he will ever achieve by reading his normal textbooks.

R. N. Dixon

## Computer language

Algol 68: a first and second course  
by Andrew D. McGettrick  
Cambridge University Press, £12.50  
ISBN 0 521 21412 2 and 29143 7

That languages determine cultures is as true in the world of computing as it is in the world at large.

Fortran and Algol 60 are more than ever the Latin and Greek of computing, the one a sort of British archaism that has such standing as a lingua franca that no one can afford to remain in complete ignorance of it, the other the language of philosophers, mathematicians and artists alike, but far too rarely of the common people who, indeed, often use a barbarian tongue (closely resembling Anglo-Saxon) called Cobol. But if you think computing is still in a high medieval phase, you have not taken into account the emergence of an Anglo-Norman called PL/I, nor the Renaissance atmosphere created by Algol 68. Of course the old and the new always coexist, so that you will find PL/I still used wherever you can smell the ghost of big business, and you may marvel how well Cobol still expresses the grim determination of those in smaller businesses. You may even be aware of the cut-throat demi-monde of cynics who know the price of everything (in milliseconds of mill time) and the value of nothing. These have found a rallying point (Welsh? Flemish? Valaisians?) in Pascal. Do not trust them further than you can throw a switch.

Algol 68 betokens the Renaissance because it has ushered in an age of self-awareness, reflecting the current tendencies to complement the use of language with a study of its nature. Emphatically this does not mean knowing more about what goes on inside a computer. It parallels psychology rather than neurology, since it means a more conscious knowledge of the relation between what is done in a computation, however performed, and the description of this process in terms of the vocabulary and grammar of a programming language. I find the parallelism with natural language fascinating: the process by which we have developed the figure of speech in which we can say "You can see that box" (meaning its contents) is, for example, exactly what has come to be known, since the advent of Algol 68, as the dereferencing coercion.

In a university, understanding

what you do is at least as important as facility in doing it, and for this reason progressive universities have for some time been using Algol 68 as their initial teaching language, but hitherto their only sources have been excellent in the way they concentrate on how to write programmes, and on the other, books written in a style which makes great difficulties for the beginner. At last we have here a book that combines complete understanding of the ethos of Algol 68 with complete sympathy for the problems of the beginner.

Some of the consequences may be surprising. It has nine chapters, the first five and the last four comprising the first and second years of the title. If statements are not introduced until late in chapter three, after loop statements have been dealt with, but many of the if-statements that were necessary when using older languages are now incorporated into the while-clause of a loop, and most of those that remain involve the difficult concept of mode balancing, so there is definite method in this madness. There is a repetitive tendency, induced in me a feeling of déjà vu, until I sensed a structure of dogmatic assertion, followed by examples, followed by a "you see what I meant" version of the dogma, that must have been distilled out of classroom experience. The one uneasiness that persists after rereading concerns the book's claim to reference status; although this is actually completely justified, it is sometimes too easy, taking an early passage out of context to read statements that later turn out to be half-truths.

But less haste more speed, and the pay-off comes in the concentrated study of detail which is possible in the second year. If doubts remain in anyone's mind as to the value of the deeper understanding produced by a study of Algol 68, they should work through the programming examples to chapter six, on the machine level facilities, chapter seven, on the heap, complex modes and their even more complex parallel processing, system programming and control of resource sharing by semaphores.

They will find that, if lack of a common language fragments a culture, possession of the right one can prevent fragmentation in a curriculum.

Bryan Higman

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## BOOKS

## The emerging periphery

Growth and Fluctuations, 1870-1913  
by W. Arthur Lewis  
Allen & Unwin, £12.50  
ISBN 0 04 300072 X

The Evolution of the International Economic Order  
by W. Arthur Lewis  
Princeton University Press, £5.00  
and £1.45  
ISBN 0 691 04219 5 and 00360 2

Sir Arthur Lewis has produced simultaneously two works with a largely common subject matter, addressed to different audiences. Both of them show every promise of becoming classics.

The larger work, *Growth and Fluctuations 1870-1913* has, formally, the narrower subject; but the subject is, in fact, wider than it looks at first sight. Although there is a sense in which the whole work springs from the author's longstanding interest in the conflicts of evidence on what happened to the world economy, and Britain in particular, in the half-century before the First World War, his deep involvement with the course of world economic development since 1945 has led him to produce a fascinating epilogue, largely on the theme that the meteoric growth of much of the tropical world in the last 30 years has been a resumption of its development before 1913, the "greatest depression, 1913-1948" having intervened.

Even within its nominal limits, however, the book is a most impressive work. The statistical puzzle of British growth has been thoroughly examined, and what seems a reasonable reconciliation of the sources arrived at; the corresponding series for France, Germany, and the United States have been scrutinized and largely reworked, so that a much firmer basis than existed before has been provided for the meticulous study of events in the industrialized "core" countries, trade cycle by trade cycle and country by country, to which the author proceeds.

It becomes clear that these four industrial countries, which mainly provided the "engine of growth" for the world economy, in fact followed substantially different courses; so far as industrial growth is concerned, no simple common fluctuations emerge, and even the

transatlantic alterations of growth pointed out by Professor Brinley Thomas are shown to require qualification. The causes of the long swing of the Kondratieff cycle are examined; the author rejects and

production, or, indeed, money supply as the basic cause, since velocity of circulation appears to have been so responsive to changes in demand. For the four major commodities examined in detail, supply and demand have been the major influences on price, and it was the consequent swing in the terms of trade, not a general slowing of industrial production, that accounted for the check to growth of real wages from the 1890s onwards. Of Schumpeter's long fluctuation in technological opportunities Sir Arthur finds little evidence, though he believes that the accelerated growth since 1948 owes something to the occurrence and incompletely exploited discoveries of the period that includes the two world wars and the great depression of the 1930s.

The author next turns to the challenge which the growth of the industrial "core" presented to the rest of the world—the "periphery". The "core" as a whole was largely self-sufficient in the world economy within the period examined; its trade with the periphery began to be really substantial. The development of the periphery owed much to a migration of population to tropical countries, from India and China, about as large as that from Europe to the temperate countries, and much is made of the fact that the relative prices of tropical and temperate products were largely set by the relative standards of living—which in turn depended on the relative productivities in food production in their countries of origin—of these two streams.

The response to the challenge was, of course, varied, but in the first instance, at least, by way of trade in primary products rather than by adoption of the new manufacturing technologies. This, as the author well points out, was not of immediate circumstances rather than the permanent endowments of the countries concerned—certainly those where land is scarce, at least, have a long-term comparative advantage in manufacturing. This is a magnificent summary (based on other work with which Sir Arthur has been concerned) of the courses of development in tropical countries, along with an analysis of that in the temperate countries of new settlement, the enormously varied and uncertain roles that have to be attributed to political and social

## Bretton Woods

Bretton Woods: birth of a monetary system  
by Armand van Dornael  
Macmillan, £12.00  
ISBN 0 333 23369 7

Great wars are associated with great conferences—for example, the Congress of Vienna, the Congress of Berlin, the Versailles Conference. In the case of the Second World War, the corresponding conference that immediately comes to mind is Bretton Woods, which has all the fascination of earlier great conferences—in the scale and scope of the proceedings, in the interplay of interests and personalities, in the interweaving of the various issues which were under negotiation.

Yet Bretton Woods was not a peace conference. It was a conference between allies still locked in a desperate struggle with defeated enemies. It was not a political conference, in the traditional sense, but the opening scene was to become the life blood of international relations in the post-war world. Moreover it represented economic diplomacy in the most idealized, esthetic and technical mold imaginable, that of agreeing a blueprint for a new international monetary system, to replace the gold standard which had collapsed so ignominiously in the 1930s. It was not, even primarily, concerned with the urgent monetary

problems which would arise in the immediate postwar years. Indeed, written in the very Articles of the Bretton Woods charter are transitional exemptions which in the event made the "Bretton Woods system" the monetary regime of the 1960s—the signatories of the charter having survived the preceding years thanks to ad hoc arrangements which owe nothing to Bretton Woods.

If anyone wants to see why such a conference, at such a time, can still compel our enthralled attention, there is by now a vast literature of the Bretton Woods system, the latest scholarly work on the subject. *Bretton Woods*, by Armand van Dornael, is in my view also the best. The author has unusually penetrating insight into how things happened on the real world stage, the psychology of his dramatic personae, especially Harry White and Maynard Keynes. He has mined deeply the masses of documentation now available, much of which was however not available to earlier writers. He has made good use of help from experts who participated in the preparatory work for the conference, or were at the conference itself. Above all, he has complete mastery of the issues, however obscurely technical, that were under negotiation, and has a rare facility for explaining them clearly even to the uninitiated reader. This work is strongly recommended to both expert and layman.

Brian Tew

## Macroeconomics

Macroeconomics: cycles, growth and policy in a monetary economy  
by John B. Hare  
Collier Macmillan, £12.70  
ISBN 0 02 307710 7

Macroeconomics  
by R. Dornbusch and S. Fischer  
McGraw-Hill, £11.60  
ISBN 0 07 017751 1

Beare's textbook is really excellent. He says in its preface that "the task of presenting an integrated and coherent framework acceptable to a wide spectrum of macro-economists is perhaps easier now than it was three or four years ago, for we can benefit from the efforts at interpretation and synthesis that have followed the more heated conflicts". Easier, maybe, but still an ambitious task, and one in which Beare succeeds admirably.

The first half of the book "Sectoral Functions" begins (after a brief introduction to a variety of macroeconomic concepts) with aggregate supply (Cobb-Douglas and CES production function, with implications for pricing behaviour) and the labour market (including search and expectations theories); next come the components of aggregate demand, and finally the determination of money. In every case, the approach is highly eclectic: to take just one example, the demand for money as analysed by Fisher, Marshall, Keynes, Batmooli, Tobin, Hicks and Friedman is discussed; empirical estimates are briefly described; the three major theories of term structure are summarized; finally, and not least valuably, a judiciously selected bibliography of some 50 items is given.

The remainder of the book is devoted to complete models of the

economy. That the book originated in Canada is important to British readers, for the fact that the analysis is in terms of an open economy differentiates the approach from that of most American texts. Thus the reader is quickly introduced to the differences made to the analysis by whether the exchange rate is flexible or fixed, by the distinction between traded and non-traded goods, and by external capital flows.

Throughout the book diagrams, algebra and empirical results are used exactly when they are most illuminating—no more and no less. The amount of ground covered inevitably means that the treatment is condensed, but, in my view, this is fully compensated for by the extensive footnotes and chapter bibliographies. I cannot think of a better text for second and third-year undergraduates and first-year graduates.

The American text by Dornbusch and Fischer makes a sad contrast. It is aimed at a much lower level (quite which level is apparently made clear in the "Instructor's Manual", which I am happy not to have available). Perhaps the authors have just tried too hard. In order to avoid algebra, there are dozens and dozens of laborious arithmetic illustrations of mind-numbing banality—the intellectual effort needed to plod through them would be far better devoted to working through a chapter of elementary algebra. The economic content is familiar, though often difficult to disentangle from the extensive illustrations in terms of recent United States economic developments.

There may be a market for this book in the United States; there cannot be in the United Kingdom.

M. J. C. Surrey

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## BOOKS

## Tax and expenditure

**The British Tax System**  
by J. A. Kay and M. A. King  
Oxford University Press, £6.50 and £2.95

ISBN 0 19 877104 5 and 877105 3  
Tax Expenditures in the United Kingdom  
by J. R. M. Willis and P. J. W. Hardwick  
Heinemann Educational, £3.50  
ISBN 0 435 84930 1

Apart from being linked by a contemporary concern about the ad hoc nature of the income tax system, these two works are paired by a similar curiosity: the one has as its main theme the advocacy of an "expenditure tax" (à la Meade Report on the structure and reform of direct taxation which Kay and King helped draft), the other is an analysis of "tax expenditures"—a dubious term imported from the United States to signify the public revenues foregone through tax allowances and exemptions. There the similarity ends.

*The British Tax System* is, as its title implies, a book which deals with all aspects of taxation and if the authors have the stamina to keep updating it (and do not become discouraged by their ideas for reform not being taken up) its readability, lucidity and general usefulness will undoubtedly ensure many editions to come.

A verdict on *Tax Expenditures in the United Kingdom* needs to be more cautious. On a superficial level the authors have done a useful job in tabulating the allowances and offsets which "erode" the income tax base. Moreover, the authors' concern that public expenditure planning should be more coordinated with taxation policy will evoke a sympathetic response from economists. Mainly due to the prompting of the House of Commons Expenditure Committee the Treasury has recently acknowledged the existence of the cost of mortgage interest relief together

with the cost of housing subsidies in the annual White Paper. Allowances are, of course, frequently interchangeable with grants and subsidies, and where this is so they should be reckoned together, though it should be mentioned in passing that the choice between the two methods often has a political flavour because of the greater selectivity and public sector expansionism associated with grants (investment allowances versus investment grants being a case in point).

This brings us to the implications of a "tax expenditure" budget, which is the central recommendation of the book. Is there a need for such a budget? What would it mean, and what would it measure? True, a budget is already drawn up in the United States, and may be of use in individual programme planning and appraisal.

But it is going too far to rest the case on the idea that giving tax reliefs is "spending government money" (page 11), so that the total of such reliefs can be interpreted in precisely the same way as public spending out of monies raised. Allowances more often than not represent ways of distributing a tax burden among individuals and functions so that one man's allowance is another's (and his own) higher tax rate. In this sense it may be misleading to define the value of allowances as "tax expenditures" by the government; part will be paid for by other taxpayers and part by the recipient himself, so that he will receive no (say) mortgage interest relief while he would otherwise gain, wholly or in part from a lower standard rate or higher personal allowances.

Given that the economy (which is to say the electorate) has a taxable capacity, it is potentially misleading to calculate the value of gains in the tax base and treat these as an alternative to funds which, by implication, the government might spend some other way. (If all the gaps were to be eliminated, including

VAT exemptions, with which the authors do not deal, the public sector would be nearly 15 per cent higher as a ratio of GDP). Hence the total of the allowance system seems to strain the meaning of both expenditure and budget, and hence the reluctance of the Treasury to accept the need for such a thing. What is at issue over the tax structure in this country is not alternative forms of public spending, but a haphazard and uncoordinated set of decisions, affecting income distribution, relative prices and rates of return. Like the Meade Report, *The British Tax System* comes down in favour of a rationalized system, based on a rationalized expenditure base. The present structure is too arbitrary and uncertain in its effects to be defensible as a coherent expression of tax policy; but, paradoxically, this is one reason reforms are extremely difficult to make. To take just one example: one might agree (forgetting the reservations expressed above) that tax relief on mortgage interest was a subsidy to house owners, and that its effects were so uncertain as to merit reform. But one does not know which house owners are being subsidized, because tax allowances are established on a basis of property, not on the basis of the owner. Removing the distortion would only add to, not remove, any existing inequity.

Finally, what do these two books signify for each other? They have something of a common theme in that in the (unlikely) event of a expenditure tax being introduced, the bulk of "tax expenditures" which comprise offsets of savings and investment against tax, would be eliminated away, by being explicitly excluded from the tax base.

R. W. R. Price

## Prescriptions for policy

**Demand Management**  
edited by Michael Posner  
Heinemann Educational, £9.50 and £4.50  
ISBN 0 435 84600 0 and 84601 9

There have recently been several attempts by British bodies concerned with economic policy to make a statement of the Brookings Institution a source of inspiration in planning and funding new developments. It is to the credit of the National Institute of Economic and Social Research that they have identified the Brookings papers in economic activity as worthy of emulation.

The Brookings papers are heavily quantitative and it is a fact that British research of comparable quality is scarce. The time scale of such work as is done, reflecting the resources available to researchers, rarely allows studies to be initiated, criticized, and significantly revised in preparation for a conference, as happens at Brookings, which pays its selected authors handsomely.

One group of people always in a position to comment on quantitative policy work is the model builders. It is not surprising that the demand management conference drew on three such teams: the Institute itself, the London Business School, and the Cambridge Economic Policy Group. To secure a wider range of views, David Laidler was called upon to represent the monetarists. The constraints of model maintenance make their proprietors' papers rather different from, and less interesting than, more narrowly issued official academic research—models have to be judged in their own terms.

Michael Posner devised the rules for the "game" (his term) played out through this volume. The three groups and Laidler were asked to use their current models and 1976 data to prescribe policy and describe "episodes" in each of three 1970-75 (inflation) and 1977-81 (unemployment). The four resulting papers, which, with the exception

of Laidler's, the editor describes as being themselves "predictable", are the basis of six further papers on the methodological and policy issues raised.

One object of such an exercise might be to construct the assumptions and structures of the models; or it might have been the occasion for the authors to describe the evolution of their views, as reflected in the models, in response to 15 years of historical and theoretical development (only the LBS's "international monetarism" emerges as the product of an intellectual odyssey). Posner's purpose was to discover whether a set of even half-

way plausible policies could... have made the past a little better.

Rightly, each group says yes; but we are not told whether A's programme would have made things worse if B's model were right. One might have hoped for something nearer to optimization; with both data and models different from the historical policymakers, the class of policies which improve on history is too large to be interesting.

Thus, despite its possibilities as a source of recent policy positions, I judge this volume to fall short in its conception than execution.

John Flemming

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The firm line

**Planning and the Growth of the Firm**  
by John Bridge and J. C. Doids  
Croom Helm, £9.95  
ISBN 0 85664 362 9

What may in retrospect come to be regarded as the halcyon days of post-war capitalism, the period from about the middle 1950s to the early 1970s, spawned an enormous literature on new theories of the firm.

They were based essentially on what were regarded as two well-established facts: the divorce of ownership from control and the widespread occurrence, at least in the manufacturing sector, of oligopoly. The first meant that control of the considerable resources of private companies passed to salaried executives whose ambitions and motivations may be some way from long-run profit maximization. The second meant that the companies they controlled often appeared to have sufficient market power for the executives to pursue their objectives with impunity. Exotic tastes in modern and Scandinavian furnishings might, on this view, be cultivated almost without limit. The image of the austere Victorian entrepreneur, saving everything for posterity, was lost without trace.

This work surveys the main developments of the theories of business behaviour and attempts to draw out the implications both for microeconomic theory and managerial economics. Most of the familiar names get a decent airing: Baumol, Cyert and March, Penrose and O. E. Williamson, but as the authors are especially concerned with growth, Morris is given pride of place. Students therefore should find chapter three, "Growth of the Firm", and chapter four, "The Diversification Process", which develops the implications of the Marston theory particularly useful. In an interesting but never too final chapter the authors describe the application of planning systems to the public sector choosing defence and health as their examples.

## Development disasters

**Development Economics in Action: a study of economic policies in Ghana**  
by Tony Killick  
Heinemann Educational, £9.60 and £3.90  
ISBN 0 435 97370 3 and 97371 1

In 1966 an Indian engineer newly arrived in Ghana was appalled by the shambles of the country and the inefficiency of the public services asked me whether he was right to assume that this country like his own suffered from economic planning for development. The reasonableness of the question is simply substantiated by Professor Killick's excellent book on the Ghanaian economy from 1961 to 1972, which he describes as a case study in applied development economics.

In that period the government of Kwame Nkrumah and his successors not only practiced the most characteristic precepts of the development economists. A "big push" in the early 1960s raised the investment rate to 23 per cent of the GNP estimates by 1964-65. Industrialization under cover of protection was undertaken to produce a structural transformation of the national economy. Substitution for imports was encouraged to relax the constraint of external earnings on economic growth. Entrepreneurial gaps were filled by creation of public enterprises. Inflation was used as a tool to shift resources to developmental purposes. A comprehensive plan was produced in 1963 to ensure the coherence of this development effort.

As is well known, the results have been lamentable. According to the official estimates, income per head has been almost stationary for the past 20 years. Dependence on imports has been increased rather than lessened, and because export volumes have not risen imports have been chronically severe. Production has been marred by a number of foodstuffs and manufactures, has been remarkably inelastic with respect to aggregate monetary demand. The economic malaise was clearly associated with the overthrow of govern-

ments in 1966 and 1972 and threatens the security of the present government.

Killick provides an exemplary account of the reasons why. There was failure to recognize that increase in export earnings mattered more than the balance of payments. Short-run efficiency in using resources was unduly neglected in favour of creating supposed dynamic nexuses. The flexibility of the economic structure and the potency of official direction were overestimated. The appeal of modernity led to choice of technologies inappropriate to Ghanaian conditions. State enterprises founded under the weight of conflicting objectives enjoined on them. Attempts at economic regulation—for example, in licensing imports—made impossible demands on administrative capacity and political prudence.

Not only were such major policy blunders made, but also they persisted, since special interests became vested in their results; hence the policies of the governments that followed Nkrumah's displayed more continuity with than change from his. Killick's analysis is exhaustive, clearly expressed, well documented, and convincing. He has produced not only a first rate study of the Ghanaian economy in recent times but also an object lesson in the application of development economics.

If what happened in Ghana between 1961 and 1972 was really development economics in action, a powerful bill of indictment against development economists has been written. Killick's final chapter draws some lessons for development economics from the Ghanaian experience, but the criticisms he makes seem mild in relation to his record of the disasters inflicted on Ghana by this branch of knowledge. His faith in the ultimate beneficence of official direction of economic amelioration seems somehow to have survived.

Not every reader of his book will be so sanguine.

Douglas Rimmer

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Jonathan Gershuny  
Allen Lane, £2.95 and £3.25  
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The central part of Gershuny's book is devoted to an examination of trends in service consumption and employment. What he finds is that the proportion that expansion of employment in that sector.

The usual explanation of this trend is that income elasticities of demand are such that an increasing proportion of expenditure goes upon services and that the growth of productivity in manufacturing has been relatively rapid so that increased output there has been accompanied by a decline in employment. This latter argument has been supported by a recent study by the Manpower Studies which limit for worked Salford's well-known research published some 20 years ago.

The unit shows that when manufacturing industries with an above average (in manufacturing) rate of growth of productivity expand their output there is no tendency for them to increase their employment. Thus, overall, manufacturing employment declines. The combination of high income elasticities of

demand for services and, at least as conventionally measured, a low rate of productivity growth in services leads to the observed expansion of employment in that sector.

The central part of Gershuny's book is devoted to an examination of trends in service consumption and employment. What he finds is that the proportion that expansion of employment in that sector.

How is this to be explained? Gershuny's argument is that we make an error in assuming that service workers necessarily produce services. He suggests that service workers are in fact those that are "goods related" and those that are "service related". Goods

### Revolutionary economics

China's Economy: a basic guide  
by Christopher Howe  
Elek, £7.50  
ISBN 0 236 40115 7

"The purpose of our revolution", Mao Tse-tung once wrote, "is to develop the society's forces of production. For those who have steered China's economy over the past 30 years, revolutionary change and economic progress have been inextricably linked, neither being attainable or even conceivable in the absence of the other."

This means that any study of the Chinese economy must at least take into account the aims and direction of the Chinese revolution: to ignore them, or even to take them tacitly for granted, is to omit the grand design which relates the parts and makes them rational and comprehensible.

Most outsiders studying China have consciously to emulate the anthropologists and try to shake off their own cultural biases. Without such an effort it is easy to react either with high enthusiasm for the aims and much of the pattern of the Chinese social practice, or to see it all with a curbing disapproval. No professional or even to take this effort at objectivity than Western economists. If they apply to the Chinese economic system their own norms they will certainly fail to grasp what it is all about.

### Reviewers

A. J. Brown is professor of economics at Leeds University.  
Stuart Butler lectures in anatomy at Manchester University.

John Fletcher is professor of comparative literature at East Anglia University and his latest book is A Student's Guide to the Plays of Samuel Beckett.

John Daines is senior lecturer in social work at Leicester University and author of Skills and Methods in Social Work.

Bryan Daines is professor of computer studies at Lancaster University, and his books include A Comparative Study of Programming Languages.

John Mitchell is professor of economics at Nottingham University and his latest book is Price Determination and Prices Policy.

Keith Morris is reader in economics at Brunel University and author of Economics of Research and Technology.

R. W. R. Price is a research officer at the National Institute of Economic and Social Research.  
Roy Willis lectures in social anthropology at the Centre for African Studies, Edinburgh University.

related services are those that are ultimately linked to the production of goods. Included in this category are distribution, services, finance and insurance. Also, more conventionally, are those one half of public services that only about one half of the population is service related. About one quarter of the population is service related, and thus the problem is roughly equal to the proportion of expenditure which goes on services.

The argument is extended to the "service economy" in the households do wish to use more "services" but are deterred by substituting goods for services. The market, therefore, stands of purchasing commercial domestic appliances, instead of funds instead of meals or of labour means that the price of these goods increasingly depresses the wages of workers in the tiring and more "goods related" employees in service industries.

Although one might quibble at some of the allocations of employees to the two categories, the main results are unlikely to be significantly affected and the conclusions and propositions are both interesting and thought provoking.

Keith Morris

Industrial Pricing in the United Kingdom  
Kenneth Coutts, Wynne Godley  
William Nordhaus  
Cambridge University Press, £9.50  
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Industrial Pricing Behaviour and Deviation  
Peter M. Holmes  
Cambridge University Press, £10.00  
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Part from fresh funds, prices and wages in prices are largely generated by the behaviour of the manufacturing industry. Manufacturers are dominated by the large, diversified firm, with hundreds of products to be priced. Oligopoly modifies the decision rules especially in relation to prices.

Valid, or even plausible price theory, appropriate to such conditions, is still curiously weak in the hands of economists. Such a paucity of information on the pricing of goods in the economy is a major empirical question of how industrial prices are determined.

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There are broadly two ways of investigating the facts. One is to

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analyse the statistics of costs and prices, looking for cyclical variations; the other is to find out what firms in fact do to their prices when some specific, distinguishable change affects them. The first of these books, *Industrial Pricing in the United Kingdom*, records the results of a statistical analysis, the second, *Industrial Pricing Behaviour and Deviation*, is based on interviewing 50-odd large firms on one type of occasion—devaluation of the currency—when (fresh price decisions) related to the change are required. Both books are important and valuable additions to the literature of pricing.

The Cambridge Department of Applied Economics' statistical study is the result of a full research programme, the pilot for which was Godley and Nordhaus's *Pricing in the 70s* (an article in the *Economic Journal* of 1972). Advantage has been taken of the criticisms of the pilot study to strengthen the analysis of this one; the findings are much more interesting in being based on seven sectors of manufacturing, rather than aggregate manufacturing. The authors actually found themselves, clearly to their surprise, with many of us can share, with statistical data of "generally excellent" quality in spite of having to match sectoral statistics from several different sources. So it is more likely than usual that this is a source brick on which to build solid hypotheses.

The general result of the study is to support what the authors call the "average cost" hypothesis—that is, the proposition that prices change in line with "normal" costs. There is a standard cost for normal production, lying somewhere between the cyclical extremes of capacity utilization. These costs could be based on historic costs, or replacement costs, or something between. The average between—hence "average cost"—fits the statistical data best, the significance being strong. Such a result clearly has many implications, the most important being the insignificance of demand as a determining factor. In due course, the methodology, results and their interpretation will be subjected to the vigorous criticism that is bound to come. Meanwhile there is much more of interest to pricing specialists, besides the main results. For instance, in *Prices*, that "rational" (actual) prices are more stable, relative to cyclical changes

of demand, than list prices, rather than less, as is usually assumed. *Industrial Pricing Behaviour and Deviation* reaches conclusions that are consistent with the behaviour apparently charted by the Cambridge study. On the whole, firms behave like the oligopolists they are, but oligopolists at the weak end of their market are unable or unwilling to cut foreign currency prices for fear of retaliation. But demand responses, at any rate in 1973, and perhaps on other occasions also, seem to have been dominated by supply constraints, the perennial problem that bedevils economic policy of many kinds.

However, the nutshell of main conclusions from the study leaves out a great deal of information about pricing in practice, bringing out very vividly the different standpoint of the businessman feeling his way to survival, if not prosperity, in great uncertainty, using convenient rules of thumb based on a straightforward interpretation of the past, and the economist's presumption of a maximum. Moreover, many interviewees felt that with hindsight their pricing policies had been short of the best. The author concludes it is "quite an art" to rationalize their behaviour, even as implicit marginalism. But as important as the general conclusion is the discussion of the extreme difficulty of applying such apparently simple but crucial concepts as elasticity of demand.

Both of these clearly books to be studied by the specialist. How far are they for the applied economist or economics teacher far from the details of pricing technique? The Cambridge study has much technical material. Peter Holmes's book gives a considerable proportion of text to describing his results. The techniques of statistical analyses are often unfamiliar to any but advanced students, and most would probably find it hard to try. But the implications of such studies are undoubtedly important to any economist trying to grapple with theories and policies that are more firmly founded in reality than most.

In addition there is a good deal of material in both for showing students how complex the accepted concepts of elementary theory are, together with something of the techniques for exploring their subject further.

Joan Mitchell

### Maths with tears

An Introduction to Quantitative Economics  
by Brian Haines  
Allen & Unwin, £6.95 and £3.50  
ISBN 0 04 330 85 8 and 330286 6

Teaching an introductory course in econometrics to economics undergraduates can be a difficult undertaking because the subject is often regarded as "too mathematical". In trying to reach less mathematically able students it is tempting to avoid much of the theory of the subject. Such an approach is not necessarily doomed to failure, but if proofs are to be presented as intuitively reasonable otherwise they are meaningless. Moreover, the lack of rigour is dangerous in that it may lead to inaccuracies. This book, intended as a "relatively painless" introduction to econometrics, neither provides the student with any intuitive understanding of the subject matter nor avoids the pitfalls of introducing errors in slide-stepping complications.

The material covered is fairly standard for an introductory textbook, including the two variable and multiple linear regression models, nonlinear models, multicollinearity, heteroscedasticity, autocorrelation, identification of the demand/supply model and estimation of structural models by two-stage least squares. Two relatively novel additions to the usual list of econometric topics are a brief consideration of the

United Kingdom and a chapter on empirical macroeconomic studies. On the other hand, the important topics of prediction and specification error are almost totally omitted.

To illustrate the inaccuracies of the book, zero covariance and independence, for example, the book is equivalent without reference to distribution, and it is implied that ordinary least squares residuals are uncorrelated under the classical assumptions of the linear regression model. These may not bother the non-specialist student, but the lack of explanation of important statistical concepts such as degrees of freedom, the unclear exposition of hypothesis testing which makes no reference to Type II errors, and the use of the result that the least squares residuals average zero before this is proved are all likely to cause confusion.

From the point of view of the practising econometrician there are many disappointments. On distributional assumptions, the book is the failure to note the stochastic implications of applying the Kuyk transformation to a model with independent errors even though the illustration includes an error term. The book's treatment of simultaneous equations is also disappointing. The chapter on empirical analyses does not mention simultaneity problems despite the inclusion of wage/price, investment and consumption studies. This defect is partially rectified in the final chapter on simultaneous models, but even here the chapter seems to be strongly in favour of estimating by ordinary least squares.

Denise R. Osborn

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INSPECTOR OF ENGLISH  
(OMAN)

Ministry of Education, Batlinah Coast. To inspect schools, organize in-service training, and assist with materials production.  
Qualifications: Candidates, men only, aged 30 to 50, must have postgraduate TEFL qualification and TEFL experience, preferably in inspecting or teacher-training.  
Salary: £5,000 to £8,129 per annum, plus 10 per cent inducement allowance.  
Benefits: Free furnished accommodation with free electricity and water; overseas and children's allowances; employer's portion of superannuation contribution. Two-year Kelt contract, renewable. 78 WE 7

HEAD OF ENGLISH DEPARTMENT  
(YEMEN)

National Institute of Public Administration, Taiz. To teach English up to Cambridge First Certificate level to mainly Government employees.  
Qualifications: Candidates, men only, must have a British educational background, postgraduate TEFL qualification, and five years' teaching experience.  
Salary: £5,000 to £8,129 plus 10 per cent inducement allowance.  
Benefits: Free furnished accommodation with free water and electricity; overseas and children's allowances; employer's portion of superannuation contribution. Two-year Kelt contract, renewable. 78 WO 188

ENGLISH ADVISER  
(BANGLADESH)

University Grants Commission, Dacca.  
Qualifications: MA in Applied Linguistics or TEFL and substantial experience in TEFL, ESP and materials production.  
Salary: £5,681 to £7,707 per annum, plus 10 per cent inducement.  
Benefits: Overseas and children's allowances; free accommodation. Two-year Kelt contract. 78 PU 157

ADVISED, MATERIALS AND METHODS, ENGLISH  
(COLOMBIA)

Universidad Del Valle, Cali—for January, 1979. To advise on materials production and assist with evaluation of service English materials and methods; to train teachers to use these materials; to lecture on service English to undergraduates.  
Qualifications: MA in TEFL or Applied Linguistics and five to 10 years' experience in TEFL and teacher-training essential, also working knowledge of Spanish. PhD and two to three years' teaching service English courses at university level desirable.  
Salary: £5,681 to £7,707, plus 10 per cent inducement.  
Benefits: Overseas and children's allowances; accommodation allowance. Two-year Kelt contract. 78 PU 80

LECTURER IN ELECTRICAL ENGINEERING  
(COLOMBIA)

University of the Andes, Bogotá. To lecture to degree level students, supervise research projects, assist with the design of equipment for rural electrification.  
Qualifications: BSc and experience of electrical machines essential, also knowledge of or willingness to learn Spanish. Higher degree in Electrical Engineering and experience in electrical machine design desirable.  
Salary: £5,681 to £7,707 per annum.  
Benefits: Free accommodation; medical scheme; overseas allowances; employer's portion of UK superannuation. Two-year Formula contract, renewable. 78 PU 88

LECTURERS IN INFANT EDUCATION  
(SINGAPORE)

Institute of Education, Four Lecturers in Infant Education for the School of Professional Studies.  
Candidates, women only, should have specialist training and three years' experience of kindergarten/infant school teaching. An MA or MEd in a relevant subject is essential for the Grade B salary scale. Experience in a multi-racial school is particularly valuable.  
Salary: Lecturer B, \$1,705 to \$2,420 per month; Lecturer C, \$1,055 to \$2,180 per month (\$4.30 equals £1).  
Benefits: Two or three-year contract. Housing and displacement allowances. Gratuity on completion of contract. 78 PT 7-11

ADVISED IN ENGLISH  
(THAILAND)

Khon Kaen University. The post involves developing English as a major subject; general English and ESP for other faculties; teacher training and research.  
Qualifications: Degree, MA in Applied Linguistics or equivalent, and at least three years' experience in ESP course design, materials production and teacher training.  
Salary: £5,000 to £8,129 per annum, plus 10 per cent inducement allowance.  
Benefits: Overseas and children's allowances; free accommodation. Two-year Kelt contract. 78 PU 187

TWO MATERIALS WRITERS  
(THAILAND)

Chulalongkorn University Language Institute, Bangkok. To write materials for English for Academic Purposes.  
Qualifications: Degree, MA in Applied Linguistics or equivalent and at least two years' experience of teaching and preparing ESP materials.  
Salary: £5,000 to £8,129 per annum, plus 10 per cent inducement allowance.  
Benefits: Overseas and children's allowances; free accommodation. Two-year Kelt contracts. 78 PU 108-109

LEKTOR IN ENGLISH  
(GERMANY)

Sprachzentrum (Language Centre), University of Augsburg. To teach English for Specific Purposes to university students of all faculties (especially Law and Economics). Some general English courses will also be taught.  
Qualifications: British first degree (or American MA) and postgraduate TEFL qualification essential. Experience of TEFL overseas and knowledge of Law/Economics would be desirable.  
Working knowledge of German an advantage. Preferred age: under 40. Tenable October-November, 1978.  
Salary: DM2,228 to DM3,427 per month (£3,855 to £10,545 per annum, according to age and experience) plus local supplement of DM549 to DM742-plus per month (£1,889 to £2,283-plus per annum). Increments awarded every two years.  
Benefits: University medical scheme. Two-year contract, renewable. 78 UU 110

LANGUAGE INSTRUCTORS  
(SAUDI ARABIA)

University of Riyadh Medical Faculty. Instructors, two men and one woman (preferably including married teaching couple) to teach English to pre-medical and first-year medical students. Required (latest) end October. Good degree in English, plus TEFL diploma and teaching experience. Minimum three years' TEFL experience, preferably with Arab students, as alternative to TEFL diploma. Preferred age 25 to 45.  
Salary: 3,400 to 6,400 Saudi Riyals per month (present rate of exchange £1 equals 6.4 SR) convertible, free of tax.  
Benefits: Housing allowance; free medical treatment. One-year contract, renewable. Annual increment. 78 WU 111-113

TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE  
(SAUDI ARABIA)

Institute of Public Administration, Riyadh and Jeddah. Five teachers (men only) to teach English to Saudi Civil servants. Required latest by early October.  
Degree in English or Modern Languages with either three years' TEFL experience or TEFL diploma with two years' experience. Preferred age 25 to 35.  
Salary: 3,400 to 6,000 Saudi Riyals per month (present rate of exchange £1 equals 6.4 SR) fully convertible and tax-free.  
Benefits: Free furnished accommodation; free medical treatment; annual increment on renewal. One-year contract.  
Return fares are paid. Local contracts are guaranteed by the British Council. Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post, for further details and application form to The British Council, 66 Davies Street, London W1Y 2AA.

OVERSEAS continued

## OVERSEAS DEVELOPMENT

KNOW-HOW vital to developing countries

## Primary Teacher Trainers Kenya

PRIMARY METHODS: ENGLISH, READING AND WRITING SKILLS, SCIENCE AND MATHEMATICS

Lecturers are required to participate in the British Primary Teacher Training Programme in Kenya. Duties will involve initial and in-service Teacher Training, and a certain amount of involvement with curriculum development, directed to an improvement in the quality of Primary Education. Preferred age limit 55 but well qualified and appropriately experienced candidates up to 60 considered. Strong preference given to graduates with teacher training college experience, but candidates with overseas teacher training college experience also considered; well-qualified senior non-graduates who have had considerable experience of primary or middle school teaching and of teacher training (whether in-service or pre-service), including close contact with a college of education, in the UK also considered.

For posts in Reading and Writing skills, Lecturers in Primary Methods who are able to teach Reading and Writing techniques to Primary teacher trainees will be preferred. Lecturers recruited as English Specialists will be deployed in the teaching of both English and Reading skills. Likewise, lecturers in Primary Science and Mathematics with experience of the professional training of teachers at this level are preferred. Vacancies exist in most Teachers Colleges in Kenya, and postings will be dependent upon the needs of the Kenya Education Service at the time the lecturer arrives. Priority given to candidates who do not have children of Primary school age or to those who have children who can be sent to boarding school, as virtually all colleges are in rural areas where suitable primary schools for non-Kenyan children are not available. Appointment 30-36 months.

Salary in range £5,518-£8,156 pa including allowance normally tax-free in range £3,192-£5,130 pa. Gratuity 25% pa of basic salary.

Other benefits include free family passages, children's education allowance and subsidised accommodation. An appointment grant to £300 and an interest free car purchase loan to £1,200 payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom. For full details and an application form please apply, quoting ref. 315J, clearly indicating which post is being applied for and giving details of age, qualifications and experience to:



Appointments Officer,  
MINISTRY OF OVERSEAS DEVELOPMENT,  
Room 301, Hand House,  
Strat Place, London SW1E 5DL.

HELPING NATIONS HELP THEMSELVES

## Colleges and Institutes of Higher Education continued

## Cheshire

NORTH CHESHIRE COLLEGE  
(of Further and Higher Education)DEPUTY DIRECTOR  
(re-advertisement)

The Padgate College of Higher Education, Warrington Technical College and the Warrington College of Art and Design will amalgamate in September, 1979, to become the North Cheshire College. The Director and Head of Administration of this provisionally graded Group B College of Further and Higher Education have been appointed. It is hoped to complete the senior management team of the new college with the addition of a Deputy Director in January, 1979, or shortly afterwards.  
Applications already received in response to the original advertisement for this post in March, 1978, will receive further consideration. It is expected that the successful candidate will have had wide experience in higher education to enable him/her to contribute to the development of the degree and teacher training work of the college.  
Salary £10,880 per annum.  
Application forms and further particulars are obtainable from: Director of Education, Education Department, County Hall, Chester CH1 1SO. Closing date: Monday, 2 October, 1978.

Hull College of  
Higher EducationFACULTY OF HUMANITIES TEACHER  
EDUCATION SOCIAL SCIENCE  
SCHOOL OF APPLIED SOCIAL STUDIES  
LECTURER II/SENIOR LECTURER IN  
SOCIAL WORK

Applications for the above post are invited from professionally qualified graduates with appropriate Social Work and teaching experience. Duties are mainly concerned with teaching the two year CSW course and a particularly interesting opportunity is presented for a suitably experienced tutor to join a lively and expanding team of staff.  
The appointment is from 1st January, 1979.  
Application forms and further details may be obtained from the officers below, to which completed forms should be returned within ten days of the appearance of this advertisement.

The Personnel Section,  
Hull College of Higher Education,  
Cotttingham Road,  
HULL HU8 7RT. Tel: (0482) 41481

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THE NEW SOUTH WALES  
INSTITUTE OF TECHNOLOGY

Sydney, Australia

SCHOOL OF LIFE SCIENCES

Associate Head of School and Head,  
Department of Cellular Pathology and  
Microbiology

The New South Wales Institute of Technology is a corporate institution established to provide a wide range of professional courses for those entering or already employed in industry, government and technological fields.

The School occupies a six-storey building at Gore Hill adjacent to the Royal North Shore Hospital. There are well equipped laboratories for teaching and research in Pathology, Microbiology, Biochemistry, Environmental Biology, Physical Biology and General Biology. The School also jointly operates the Gore Hill Research Laboratories with the Royal North Shore Hospital.

The appointee will be responsible to the Head of School for the teaching and development of undergraduate and postgraduate programmes in cellular pathology and microbiology. This will include the continuing development of courses in immunology, haematology, diagnostic cytology and clinical microbiology. The appointee will also be required to study current trends in the fields mentioned, and to make recommendations on new undergraduate and postgraduate courses.

It is anticipated that the appointee will be qualified in medicine or an area of medical science, possess appropriate postgraduate qualifications and have substantial professional experience. Depending on his interests and experience he may be offered an association with the Royal North Shore Hospital.

Salary will be in the range of \$A29,812-\$A31,789. With consent of Council, academic staff are permitted to undertake limited consulting work.

The position offers tenure, superannuation, long service leave, and a Housing Loan Scheme. Fare and a contribution toward removal and initial accommodation expenses are provided for overseas appointees.

Dr R. L. Werner, President of The Institute, will be in London from the 15th to the 26th of September, and will be available to provide further information regarding this position through the Agent General's office on 01-838 6851.

Applications close on October 31, 1978. Applicants should arrange for three confidential referees' reports to arrive by the same date. Applications should include: address, phone number, personal particulars, documentary evidence of qualifications, work and teaching experience, publications, research work undertaken and the names and addresses of the referees contacted. Applications and referees' reports are to be sent to: The Agent-General for N.S.W., A.B. Government Offices, 66 STRAND, LONDON WC2N 6LZ, ENGLAND.

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